

## Point of View

By James Q. Wilson

IN THE 1960's, many people were optimistic that we knew how to keep young people from entering a life of crime. What we needed were better schools, more job training, and less discrimination. There are fewer optimists today. Although almost everybody is in favor of better schools, more jobs, and an end to racism, far fewer believe that progress in these areas will produce less crime.

At least three reasons exist for this skepticism. First, creating better schools, training better workers, and improving group relations require the same human qualities as avoiding crime—students interested in studying, workers willing to accept responsibility, and people willing to respect others. Second, habitual offenders usually start misbehaving at a very early age, often by the time they are in the third grade—too soon for them to be much affected by schools, jobs, and community relations. Finally, it is hard to build new schools, start new factories, or encourage neighborhood meetings in places where the fear of violent crime is high.

A number of scholars believe that the time has come to find some new answers to old questions. Since the most serious criminals tend to have been the most troubled children, it is vital to learn more than we now know about how at-risk children grow up. Whatever factors produce a career criminal—biological predispositions, family neglect, neighborhood disorganization, economic adversity—the shaping begins early in life.

Consider the family. Almost all scholars agree that problem children tend to come from problem families. But what causes the children's problems? Is a child neglected, abused, or treated inconsistently because the parents are neglectful, abusive, or incompetent, or because the child is temperamentally violent, hard to control, slow to learn, or some combination of these factors? And if the parents are to blame, are they neglectful or abusive because they are suffering from economic stress or because they are temperamentally ill-equipped for child rearing? If they are under stress, is it the result of factors that they cannot control, such as unemployment, or of ones that they can control, such as drug dependency?

At one time we thought we knew the answer to these questions: Children are wholly the product of their parents. But we now know that the child brings a great deal to the parent-child relationship, that many aspects of personality have genetic origins, and that some infants experience insults and traumas—ranging from lead poisoning to brain injuries—that make rearing them a challenge to even the most competent parents. Two children in the same family often turn out very differently. This casts great doubt on the notion that the shared environment of the children is the principal—or even a very important—factor in their development. What is going on here?

Or take early school experiences. Poor performance in school is one of the strongest correlates of delinquency. But what explains school performance? One possibility is that teachers label some children as troublemakers and slow learners and treat them in a way that becomes a self-fulfilling prophecy. Another is that children with low IQ's find school work boring and frustrating and turn to physical activity—including rowdy, violent activity—as an alternative source of rewards. A third possibility is that some children are hyperactive and antisocial long before they get to school; schooling may make matters worse, but only with great difficulty can it make them better.

Most of what we know about all these issues comes from "correlational" studies—scholarly snapshots taken at one point in time showing that there is an association between, say, IQ and delinquency. Some of



## Scholars Must Expand Our Understanding of Criminal Behavior

what we know comes from longitudinal studies—in effect, motion pictures taken of the same children over several years.

But the correlational studies can tell us next to nothing about what causes what. For example, we may find that crime and unemployment are correlated, but we can't tell from this association whether unemployment causes crime, whether crime causes unemployment (as it would if people found drug dealing more profitable than work), or whether some common factor (such as impulsiveness or poor work habits) causes both crime and unemployment. And most of the longitudinal studies cannot tell us very much about causality because they did not begin when their subjects were young enough and did not involve a sufficient variety of measures, such as looking at early patterns of mother-child bonding.

Ideally, we need to follow some infants from birth through their formative years and subject them, their parents, and their neighborhoods to close scrutiny so that we might discover what factors—medical, biological, familial, or social—put some children at risk and what circumstances—such as good parenting, better nutrition, or early schooling—might reduce those risks.

Just such a study is now being developed by the Program on Human Development and Criminal Behavior, located at Harvard University's School of Public Health. Begun in 1988 after a series of earlier meetings and studies, the program aims to take the next giant step in expanding our understanding of crime by mounting, in two or more cities, a longitudinal study of the antecedents of criminality on a scale and with a depth never before attempted.

Since 1988, participants have been developing the intellectual rationale and research design for the studies. The research will have several important features. It will integrate biological, medical, psychological, and

sociological perspectives. The research subjects, totaling about 11,000, will be grouped into overlapping age cohorts, each of which will be followed for eight years. The first cohort will be a prenatal one; that is, its subjects will be pregnant women and—after they have given birth—their infants, who will be studied until age eight. The subjects will be drawn from a wide variety of communities within each city and will include both males and females.

By the year 2001 data will be available on the entire development process of a large number of criminals and non-criminals. (Because the age cohorts will overlap in what is called an "accelerated longitudinal design," the program will acquire within eight years information on people from birth to age 31.) Since criminality is not a highly specific syndrome, but rather an expression of a complex array of behavioral dispositions, the project will shed light on a host of related outcomes, including drug use, sexuality, accident rates, and educational and occupational attainment.

THE PROGRAM is directed by Felton Earls at the Harvard School of Public Health and co-directed by Albert Reiss of Yale University's sociology department. An advisory group of six criminologists and developmental scientists oversees the work of Dr. Earls and Mr. Reiss and that of a "core scientific group" of specialists from psychology, biology, criminology, and statistics. The cities where the longitudinal research will be carried out are being selected; then the principal investigators for each city will be named. From the outset, the John D. and Catherine T. MacArthur Foundation and the National Institute of Justice of the U.S. Department of Justice have supported the project.

Scholars with a variety of scientific and personal perspectives have been drawn into this project. A great deal of time, effort, and money has been spent trying to get to the starting line. Much more will have to be spent once data gathering and analysis begin. Some people may think that such an enterprise is too costly and too time consuming, given the present urgency of the crime and drug problems. "What we need," they will say, "is not more studies, but action. America can't wait until 2001 or later for answers."

Wrong. We can't afford *not* to spend the time and money. Our current crime wave started in the early 1960's. Since then the rate of violent crime has more than tripled. But despite 30 years of experience with high crime rates, we do not know much more about their causes than we did in 1960. We will have more crime waves in the future, and we are no better equipped to prevent those than we were to prevent the last one. The call for "action" is, in fact, little more than a call to repeat old slogans and follow old theories that have been found ineffective or that are still untested. We can cope with crime, more or less. We know how to hire police officers and build courts and prisons. Doing these things can make a difference, but not much more of a difference than they made in 1962 or 1972 or 1982.

It may turn out that a free society cannot really prevent crime. Perhaps its causes are locked so deeply into the human personality, the intimate processes of family life, and the subtle aspects of the popular culture that coping is the best that we can hope for. But we don't know that yet.

James Q. Wilson is professor of management and public policy at the University of California at Los Angeles, a member of the advisory group of the Program on Human Development and Criminal Behavior, and co-author, with Richard J. Herrnstein, of *Crime and Human Nature* (Simon and Schuster, 1985).

## THE CHRONICLE

of Higher Education.

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Unquote

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"A university is not like a spigot you can turn on and off."

The U. of California's David P. Gardner, on state budget cuts: A21

"The reason in America it's very important what 10 books freshmen will have to read, is because everybody knows they'll never read another book afterwards."

A French academic at a Sorbonne seminar on 'political correctness': A37

"We're tired of being the filter instead of the pump."

A mathematics professor, on making calculus easier for students interested in a scientific career: A15

"People see me and immediately assume I'm on the track team. They ask, 'What sport do you play?' My response is, 'I'm on the art team.'"

A black fine-arts major at Boise State U.: A1

"For lack of a more felicitous term, I think of this venture as the 'Universal Journal Factory.'"

A professor, on a new outlet for scholarly publishing: B1

"It may be a lot easier logistically to get viable cells from an induced abortion. But this approach is a lot better than people scavenging around the back hallways of abortion centers."

A professor of pediatric neurology, on fetal-tissue banks: A21

"You don't need to explain yourself in great detail when you're raising salaries and building buildings."

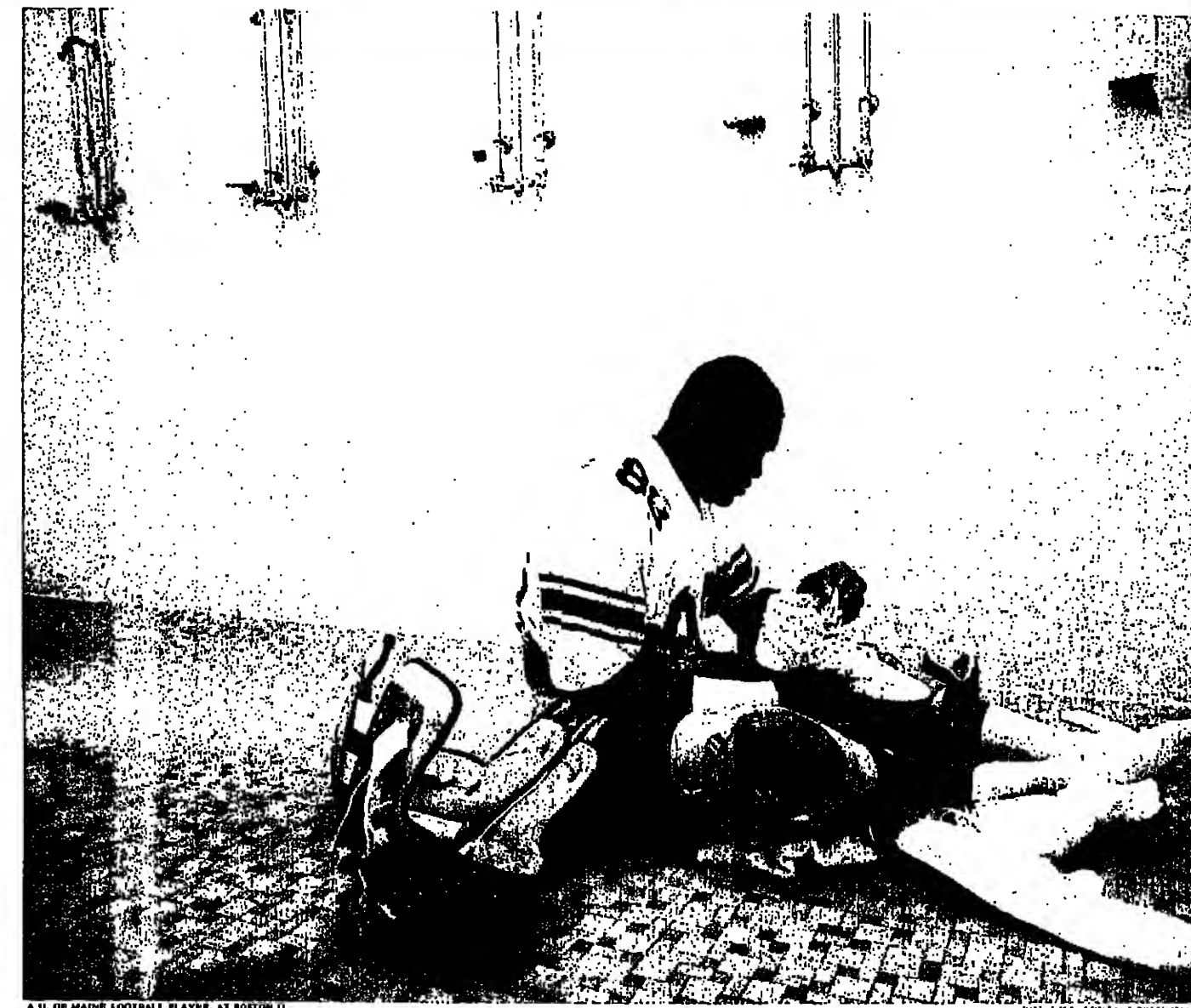
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"Really, the thing we want most is to get normal on campus."

A student at Bir Zeit U.: A36

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## Blacks Make Up Large Proportion of Scholarship Athletes, Yet Their Overall Enrollment Lags at Division I Colleges

By DOUGLAS LEDERMAN

Blacks make up nearly a quarter of all the scholarship athletes at 245 college and universities in Division I of the National Collegiate Athletic Association. In basketball, the figure is even more startling: 60 per cent of all the scholarship holders in men's basketball are black. Yet blacks constitute only 6 per cent of the full-time undergraduates at those institutions, a survey by *The Chronicle* has found.

At more than 100 of the 245 colleges, at least one of every five full-time, black male students in academic 1990-91 was an athlete. On 21 campuses, including private institutions such as Furman and Texas Christian Universities and the University of Richmond, and public ones like Northern Arizona University and the Universities of New Hampshire and Wyoming, more than half of the black male students were athletes.

## Troubling Numbers for Many

And black students on most of the campuses were far more likely to be athletes than were their white counterparts. Fifteen per cent of the black males at Division I colleges—more than one in seven—were

scholarship athletes, compared with one in every 43 white males, or 2.3 per cent. (A Fact File with the enrollments of black athletes and other blacks at 245 Division I colleges begins on Page A31.)

Those numbers trouble many academics, experts on race, and other observers of higher education. Some say that colleges are sending destructive messages by appearing to show more interest in black athletes than in other blacks. Such disparities, they say, foster the stereotype that blacks are better suited to physical activities than to intellectual pursuits, and discourage young blacks who are not athletes by suggesting that it's easier to get to college if you play ball.

"Besides reinforcing stereotypes, it demoralizes students who really work at the

high-school level and who struggle, against tremendous odds, to maintain some sense of the dream that education is the way to rise and make one's way in this technologically advanced and increasingly literate society," says Harry Edwards, a professor of sociology at the University of California at Berkeley who has written extensively about race in sports.

Others say they wish colleges would recruit other blacks as aggressively as they chase black athletes, who often receive full scholarships and get special treatment in the admissions process. The answer, they say, is not to enroll fewer black athletes, but to intensify the recruitment of non-athletes.

## Isolation and Resentment

Still others say colleges are doing a disservice to black athletes and black students alike by enrolling a high proportion of black athletes and lower proportion of other blacks. It leads to isolation for both groups, they say, and often to resentment between them.

"I know that young blacks may see this as a chance to get up and out, and if they

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June 17, 1992

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Twenty years after the drama that consumed the nation, a sociologist argues that Americans have conflicting interpretations of what happened: A7

#### A CASE OF FABRICATED RESEARCH

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At 245 NCAA Division I colleges, blacks account for nearly a quarter of all scholarship athletes but only 6 per cent of all full-time undergraduates: A1

#### NEVADA'S LIMITS ON NCAA ARE STRUCK DOWN

A judge voided a Nevada law limiting the association's investigative powers and allowed it to proceed with its inquiry into UNLV's sports program: A35

#### BIG TEN PRESIDENTS VOTE FOR SEX EQUITY

The heads of the conference's 11 universities voted for a gender-equity plan and agreed to push for a cap on the size of teams in men's sports: A35

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Four years after being shut down by the Israeli government, Bir Zeit U. has been allowed to return to one of its two campuses: A36

#### THE DECLINE AND FALL?

French scholars say the emergence of "le politiquement correct" is the result of Americans' inability to cope with the breakdown of their society: A37

#### MASS EXPULSION IN ZIMBABWE

The U. of Zimbabwe expelled its 10,000 students after weeks of protests against a tuition increase: A37

#### STUDENT ANGER IN CHILE

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## MARGINALIA

Announcement from the Center for Asian and Pacific Studies at the University of Oregon:  
SOUTHEAST ASIAN STUDIES  
BROWN BAG TALK

125 CHILES  
(PLEASE NO FOOD OR DRINKS  
IN THIS ROOM)

"Empty brown bag talk?" a reader wonders.

News item in the Waterville (Me.) *Morning Sentinel*:

"PITTSFIELD—As the vote nears on School Administrative District 53's \$6.1 budget, an idea continues to surface that promises to save the district money...."

Anything to get rid of that pesky extra dime.

Headline on a news release from York University, Ontario:  
ORANGUTANS TO RECEIVE CREDIT DURING CONFERENCE OF PRIMATOLOGISTS  
They're sitting in as auditors?

A memorandum at Florida Agricultural and Mechanical University cites this new dress policy:

"Normal business attire (coat and tie / dress or suit) . . .

We hate to admit it, but we fit the bill.

Memorandum from the Asian Division of the University of Maryland:

"For the Term V schedule cover, we are strongly suggesting that you use blue ink on white paper. All promotional materials for Term V are in this color scheme. Remember the object is to have everything look the same. . . .

"We are using blue this term to target men. As we have mentioned in the past it is one of their favorite colors. Blue signifies emotional tranquility, rest, relaxation, and recuperation—a message that goes well with the final term of the year.

"As people at your base see book bags, posters and schedule covers all with the same look, we will, in advertising terms, 'increase the number of impressions.' The more impressions we make, the more we will increase our 'top of mind awareness' and the more people will enroll."

Sure, sure.

Headline in *The Daily Utah Chronicle*, the newspaper at the University of Utah:

U. PRESIDENT PROMISES FUTURE IMPROVEMENTS IN INAUGURATION SPEECH  
Sorry. It's now or never.

—C.O.

## In Brief

## Mascots rustle up patent dispute

TULSA, OKLA. — Oklahoma State University and the University of Wyoming are hoping to settle a three-year-old trademark dispute over their Pistol Pete mascots.

The mascots of the institutions—both home to "the Cowboys"—are virtually identical, except that the bowlegged gunfighter from the Old West wears orange and black duds at Oklahoma and brown and yellow at Wyoming.

Both universities filed a trademark application with the U.S. Patent and Trademark Office in 1989. Oklahoma State has been granted a patent. Wyoming's application is pending. Officials at both institutions say they would like to settle the confusion out of



U. OF WYOMING



OKLAHOMA STATE U.

court. One proposed settlement would allow each university to display and sell products with its mascot only in certain regions of the country. New Mexico State University, which has a maroon-

and-black Pistol Pete mascot, has not been involved in the dispute. According to experts in such things, as many as 20 other high schools and colleges may have Pistol Pete as their mascot.

## College reading list causes controversy

NEW LONDON, CONN.—Connecticut College's traditionally time-honored summer reading list caused stir this year when Camille Paglia's book, *Sexual Personae: Art and Decadence From Nefertiti to Emily Dickinson*, was included. Frederick S. Paxton, head of the 10-member committee that selected the books, said the college had started summer-reading lists three years ago to create a sense of community among students and faculty and staff members. But some professors balked at Ms. Paglia's book, which has been criticized by many feminists. To quell the controversy, the committee added another



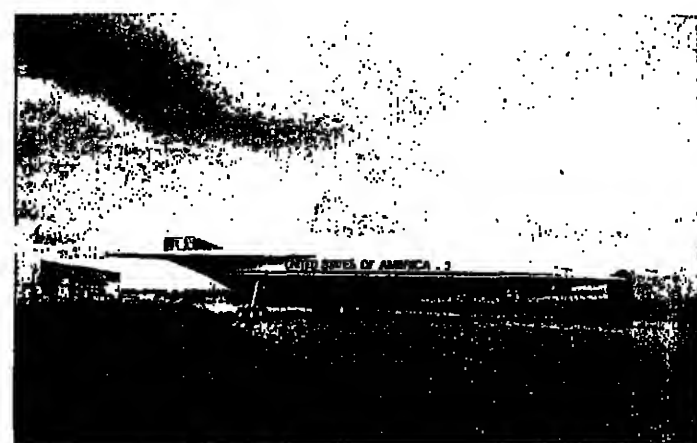
book: Susan Faludi's *Backlash: The Undeclared War Against American Women*. The two will be read and discussed in tandem. Ms. Paglia could not be reached for comment.

## World College West to close in August

PALATKA, CAL.—World College West, a small institution that ran up a \$4-million debt as its enrollment dwindled, announced last week that it would close in August. About 85 students and 35 faculty members, administrators, and other employees will be affected. The college was founded with an emphasis on international education and claims to be the only accredited institution in the nation that requires students to study abroad in a non-Western culture.

## Correction

Because of incorrect figures supplied by the American Association of University Professors, a table of 1991-92 faculty salaries (*The Chronicle*, April 22) included two incorrect figures for Johnson College. Salaries averaged \$31,400 for professors and \$33,900 for associate professors.



FRED Y. PAUL, MISSISSIPPI STATE U.

## Students build 5,000-pound plane

MISSISSIPPI STATE, MISS.—A group of 37 students and 3 professors at Mississippi State University have completed a 50-foot-long, 5,000-pound mockup of the National Aerospace Plane, a government plan for a craft that can fly into orbit.

The students got the chance to build the plane when they won a

competition sponsored by the National Aeronautics and Space Administration and the Department of Defense. They built the model (above) in 103 days. The government is just in the developmental stages with the real National Aerospace Plane, which will test the use of conventional runways for take off into orbit.

## Church-state issues questioned in Idaho

MOSCOW, IDAHO—Elisabeth A. Zinser, president of the University of Idaho, has decided that employees who volunteer to teach in local schools may obtain one hour of paid leave a week, even if the schools are church-related.

In April, Ms. Zinser instituted a policy granting paid leave to employees who volunteered, but only at non-religious schools. Some faculty and staff members complained that the policy was discriminatory.

After consulting with a local law firm, Ms. Zinser decided that if the university framed the policy in terms of service to children, rather than to schools, it would not be in violation of Idaho's constitutional separation of church and state.

## Princeton eating clubs and fight against women

PRINCETON, N.J.—A 13-year-old legal battle over all-male membership policies at two eating clubs at Princeton University has ended.

In 1979, Sally Frank, then a Princeton student, filed a complaint against the Ivy Club and the Tiger Inn, claiming that they discriminated against women. The complaint led to several court decisions, including a 1990 New Jersey Supreme Court ruling that forced the clubs to admit women. Both clubs filed a lawsuit in U.S. District Court, charging that the state and Ms. Frank had denied them freedom of association.

This month the clubs agreed to drop the suit, follow the state's ruling, and pay part of Ms. Frank's legal fees.



RAY JACOB, NORTHEAST MISSOURI STATE U.

## Students pitch in to keep campus clean

KIRKSVILLE, MO.—Northeast Missouri State University is waging that not all college students are slobs. Paced with a tight maintenance budget, the institution's president, Russell O. Warren, has asked students to "adopt" rooms on the campus and keep them

clean. Eight student groups have signed on. Members of the university dance team, including Rene Whittenburg (standing) and Kim Seidel, offered to scrub the dance studio each week. The university will hang plaques in each room to honor the volunteers.

## PORTRAIT

## The Dean Who Is a Mayor and a Gay Activist

By LAWRENCE BIEMILLER  
LAGUNA BEACH, CAL.

The cities of Irvine and Laguna Beach mark opposite ends of Southern California's urban-genuineness spectrum. Irvine is the sprawling stucco-and-plasterboard fantasy of a property-development company that has made the scrubland bloom with cul-de-sacs and office parks; Laguna Beach, its narrow streets lined with colorful cottages, is a turn-of-the-century artists' colony that grew up to be a wealthy beach town with a social conscience. And Robert F. Gentry has one foot in each.

In Irvine, where he has worked since 1970, Mr. Gentry is associate dean of students at the University of California's 16,000-student campus. In Laguna Beach, a 15-minute drive away, he is Mayor. In both, he is openly homosexual: He's one of the university system's most visible gay employees, and he's the only openly gay elected official in Orange County.

## New Domestic-Partners Law

This spring Mr. Gentry signed into law a domestic-partnership ordinance that will allow gay and lesbian couples, among others, to register with the city and seek some of the legal protections that married heterosexuals enjoy. He says the law is one of the broadest in the nation—this in a county known as a bastion of conservatism. At the university, he is working to add a formal Gay and Lesbian Student Services program to those he oversees for women, veterans, disabled students, and others.

He is also busy with other projects. He's trying to complete Laguna Beach's purchase of a 2,100-acre wilderness on which the Irvine Company had planned to build 3,300 homes, and he is seeking marine-sanctuary status for a stretch of coastline to protect it from oil drilling. As a politician, he says, he's as interested in the environment, land use, and transportation as he is in human rights.

Not that Mr. Gentry ever expected to be interested in anything political. As a young member of the university's student-affairs staff in the 1970's, he didn't say much about being homosexual. "I was very much in the closet," he says.

He moved to Laguna Beach in 1972—in those days it was cheaper than Irvine—and got involved in politics by accident: "I was trying to save two 100-year-old pine trees next to a house I was living in—they were going to be cut down by a developer. We organized the neighborhood, and then one thing led to another." He was elected to a four-year term on the city council in 1982, and has been re-elected twice. Each year the council chooses one of its five members to serve as Mayor; this is Mr. Gentry's third turn in the job.

A 1983 *Los Angeles Times* article made his homosexuality a matter of public record. "It was a story about being gay in Orange County, and people kept telling the reporter to talk to me," Mr. Gentry says. "When I realized they planned to use my name, I had to think about



Robert F. Gentry: "My agenda for gay and lesbian rights is very basic—a safe environment and equal treatment."

that. But my lover said, 'Don't be ridiculous—we don't have anything to hide.' So I said o.k."

Mr. Gentry says the article "started to commit me to a level of activism I didn't really expect." People called him about this and that, and after then-Gov. George Deukmejian vetoed a state gay-rights bill, Mr. Gentry got angry. "The Governor had said it was o.k. to discriminate, so we initiated our own gay-rights ordinance.

"Once I got over my own homophobia, I thought it was important to be out there doing what I could," Mr. Gentry says. "It's a role I enjoy—there's a real sense of purpose about it. My agenda for gay and lesbian rights is very basic: a safe environment and equal treatment."

## Students Fear Disclosure

Mr. Gentry says he seeks not only physical safety for homosexuals but psychological safety as well. "We have our share of physical attacks, but the psychological oppression is horrendous," he says. He doesn't suggest that the campus is any more intolerant than the nation, but he says: "The majority of gay and lesbian students are fearful of disclosure, because nowhere has the university validated them, outreached to them. What we have to have is a gay and lesbian services center, a place to congregate and find support, counseling, and information."

Guaranteeing equal treatment, he says, is also difficult—even at the university. Gay couples are not allowed to apply for married-student housing, for instance. And because his health and retirement benefits do not extend to his lover, Mr. Gentry says, the university is effectively paying him much less

than it would if he were heterosexual and married. "I will serve this university as long as I am able," he says, "because I care very much for its faculty and its students. But I'm hurt and saddened that I'm treated differently than my heterosexual counterparts at one of the best universities in the country."

## A Sound Truck Out Front

In politics, too, Mr. Gentry suspects he is treated differently: "As a member of a minority group, I think I'm judged more. I've had to work a lot harder to maintain my position." He knows he has critics. "I've had a sound truck out in front of my house saying, 'Faggot, get out of our community—you're spreading AIDS.' But you can't do what I'm doing and not expect that," he says.

Mr. Gentry admits that he'd like to serve in Congress, where he could get more involved in human-rights and environmental issues. But he says: "I'm not going to do symbolic things—I want to win. And I don't perceive that I'm electable beyond Laguna Beach."

He is proud of his 25,000-resident town, and not just because it has re-elected him twice since the *Los Angeles Times* article. He is proud of the shelters it has helped open for battered women, runaway teenagers, and homeless people, proud of the hospice for people with AIDS, proud of the commitment to helping others. He likes to tell the story of an 80-year-old woman who, a few years back, was taking care of a man, almost a stranger, who had AIDS. Asked why, she answered: "I live in Laguna."

Says Mr. Gentry: "It's heartwarming to serve a community like that."

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## Scholarship



Michael Schudson: "When people think about what events had lasting significance, we need to look more subtly and not expect some obvious consequence to hit us in the face."

## 20 Years After Watergate: What Do We Remember?

A sociologist assesses conflicting recollections in a book that reflects a growing interest in collective memory

By Liz McMillen



A hearing by the Senate Select Committee on the Watergate case

For the first time, researchers are trying to treat a disease by injecting genes directly into the body.

This month, scientists at the University of Michigan Medical Center began injecting DNA into the tumors of a 67-year-old woman with metastatic melanoma, a fatal form of skin cancer. The scientists hope tumor cells will incorporate the genes, which are designed to produce a protein that will induce the immune system to attack the cells. "This approach marks a beginning: We have begun to use DNA as a drug," says Gary J. Nabel, an associate professor of internal medicine and biological chemistry at the university.

The experiment also marks the first time a gene-therapy experiment with humans has been conducted at a university. Past gene-therapy research has been performed at the National Institutes of Health.

At the NIH, scientists have taken cells from melanoma patients, mixed them with viruses that carry new genes into the cells, and then returned the cells to the patients.

University of Michigan scientists are also using gene therapy to try to treat a patient with a severe form of a disease that causes very high cholesterol levels. In that research, scientists surgically removed a piece of the patient's liver, genetically altered some of its cells, and infused the new cells back into the patient last week.

Where will the wars of the future be? One group of scholars thinks it has some answers to that question.

"We have established a solid case that environmental degradation in poor countries is contributing to severe conflict," says Thomas Homer-Dixon, coordinator of the Peace and Conflict Studies Program at the University of Toronto.

The center, together with the American Academy of Arts and Sciences, a scholarly society in Cambridge, Mass., conducted a three-year study of how environmental change has contributed to "acute conflicts," such as civil wars.

For the project, scholars worked on nine case studies and attended three workshops, including one in Washington last month.

Two potential hot spots that the scholars identified were China and the region around the Nile.

Vaclav Smil, a professor of geography at the University of Manitoba, says that land erosion in northwestern China, an area with little arable land and poor rainfall, could lead the peasants so far into poverty and hunger that they would revolt. Mr. Smil calls northwest China the "most eroded region on this planet."

In Africa, Charles Okidi, dean of the University of Kenya's School of Environmental Studies, predicts water shortages may spark future wars along the Nile and elsewhere.

The project plans to publish a book on its findings.

It has been called the greatest political story of the century. Beginning with a burglary and culminating in the resignation of a President in disgrace, the events that quickly became known as Watergate provided a captivating public drama that consumed the nation.

Today, 20 years later, some political commentators hold that Watergate has faded into a distant and dim curiosity and is not likely to have a significant impact on American politics. A survey several years ago showed that a third of all high-school students did not know that Watergate had occurred after 1950, and many associated it with a President other than Richard M. Nixon.

### Visible and Lasting Marks

Do many people even think about Watergate anymore? Despite what appears to be a case of national amnesia, Watergate has left visible and lasting marks on the American psyche, argues Michael Schudson, a professor of sociology and communications at the University of California at San Diego. The question, he says, is not whether but how we remember the chain of

Continued on Following Page



## 20 Years Later, Scholars Assess Collective Memory of Watergate

Continued From Preceding Page

events that began when a security guard at the Watergate apartment complex in Washington telephoned the police early on the morning of June 17, 1972, to report an illegal entry. What aspects of Watergate do people recall? And which Watergate do we mean?

Those are some of the questions Mr. Schudson raises in his book *Watergate in American Memory: How We Remember, Forget, and Reconstruct the Past*, released this week by BasicBooks to coincide with the 20th anniversary of the break-in at the Democratic National Committee headquarters.

The author of previous books on the press and advertising and the recipient of Guggenheim and MacArthur fellowships, Mr. Schudson has not written a conventional work of political history. Instead, *Watergate in American Memory* is an attempt to show that Americans have multiple and sometimes conflicting interpretations of Watergate and that people use those views in different ways.

### Differing Perspectives

Drawing on news reports, television programs, films, books, textbooks, and polls, Mr. Schudson examines the contest among differing perspectives and how each view endures today, coloring the nation's attitudes toward government, investigative journalism, and such recent events as the Iran-contra affair.

*Watergate in American Memory* reflects the rapidly increasing interest that scholars have in studying collective memory and how people construct and use what they remember. Scholars who plumb this terrain argue that myths can reshape our sense of the past as powerfully as fact. According to this analysis, societies construct and reconstruct their pasts rather

than record them, often manipulating the past to mold the present.

One of the best-known works on collective memory is Michael Kammen's *Mystic Chords of Memory: The Transformation of Tradition in American Culture*, published last year by Alfred A. Knopf. Mr. Kammen, a professor of American history at Cornell University, argues that what people believe to be true about their past is usually more important in determining their behavior and responses than the truth itself.

While studies of collective memory have proliferated in recent years, few scholars have turned their attention to Watergate. Many journalists have—so much so that when Mr. Schudson shared his plans for the book with the late Howard Simons, an editor of the *Washington Post's* Watergate stories, Mr. Simons's response was: "Not another Watergate book!"

"The most comprehensive scholarly study of the period is widely seen as *The Wars of Watergate: The Last Crisis of Richard Nixon*, published by Knopf in 1990. In that book, Stanley I. Kutler, a legal historian at the University of Wisconsin at Madison, argues that Watergate was a severe constitutional crisis, far more than the "third-rate burglary" that President Nixon and his supporters called it.

### Documents Still Unavailable

As to why few historians have studied Watergate, Mr. Kutler noted in an interview that many documents are still unavailable to scholars. Mr. Kutler has filed two lawsuits to force the National Archives to release thousands of pages of Watergate documents.

Mr. Schudson agrees that historians may still be waiting for the release of crucial documents. "As for the social sciences, I think they're allergic to events," he said

in an interview. "For them, events pass. My argument is that events reside, too."

When Mr. Schudson began exploring the idea of using Watergate as a case study of collective memory, he was promptly warned off the subject. One friend told him the subject was too volatile and too important to use to illustrate something else.

### Not a 'Watergate Buff'

Another friend told him that as a Jew, he should not write about collective memory without writing about Jewish collective memory. In fact, he considered exploring memory and the Holocaust—the subject of several recent and forthcoming books—but says he found the subject overwhelming.

He came to see that Watergate is useful for thinking about memory because it "resonates" and is still within the grasp of living memory.

And how does Mr. Schudson remember Watergate himself? "I was in graduate school at Harvard in the sociology department," he says. "I followed it like most Americans, but I didn't become a Watergate buff. I was working on my dissertation on journalism, law, and the notion of objectivity. I even called it at the time my 'Watergate dissertation.'"

What stuck with him most from that era was the image of the press pursuing wrongdoing at the highest levels of government, ultimately bringing down a President. The image of the *Washington Post* reporters Bob Woodward and Carl Bernstein in bold pursuit was his memory.

How much of that image is truth and how much myth? Mr. Schudson points out that the press as a whole did not pursue Watergate—at least in the beginning; *The Washington Post* did. Nor did journalists go unassisted. Many others, including federal prosecutors and Federal Bureau of Investigation agents, helped uncover Watergate. "What is most important to journalism is not the spate of investiga-

tive reporting or the recoil from it after Watergate, but the renewal, reinvigoration, and re-mythologization of muckraking," Mr. Schudson writes.

The mythologization of journalism is just one example of how Watergate resides in the American memory, Mr. Schudson says. Most interpretations of the event differ along political lines, he notes.

The liberal point of view sees Watergate as a constitutional crisis over Presidential abuse of power, and often issues a call for legislative reform. The conservative view, like the liberal, professes absolute faith in the Constitution but holds that "the system worked," that the way Watergate was handled reasserted the virtues of the nation's constitutional order.

A radical leftist view argues that President Nixon was made a convenient scapegoat, diverting attention from fundamental structural flaws in the American system. The radical right sees Watergate as a witch hunt engineered by Democrats and the liberal media.

Which account is the "truth"? All of them, Mr. Schudson argues. Watergate was both a "crisis" and a "scandal," and the failure to see it as both misses part of the picture. He writes: "So long as liberals and conservatives insist that Watergate was 'only' a constitutional crisis and not a scandal, they will not be speaking to people's full experi-

## MacArthur Foundation Chooses 33 Recipients of 5-Year Awards

CHICAGO

The John D. and Catherine T. MacArthur Foundation has named 33 new MacArthur Fellows. They will receive five-year awards in amounts depending solely on their age.

Following are the fellows' names, ages, fields of endeavor, affiliations, and the total amounts of their awards.

Janet Banahoff, 44, director, Center for Reproductive Law and Policy, New York; reproductive rights: \$280,000.

Robert Blackburn, 71, director, Printmaking Workshop, New York; printmaking: \$375,000.

Ulfar Blöchl, 59, mayor of Myersville, Miss.; local government: \$350,000.

Lorna Bourg, 50, assistant executive director, Southern Mutual Help Association, New Iberia, La.; farm workers and rural poor: \$305,000.

Stanley Cavell, 65, professor of philosophy, Harvard U.; humanistic studies: \$374,000.

Amy Clampitt, 72, poet and essayist, New York; poetry and essays: \$375,000.

Ingrid Daubechies, 37, professor of mathematics and physics, Rutgers U.; applications of the wavelet transform to numerical data: \$240,000.

Wendy Ewald, 41, photographer and research associate, Duke U.; photography: \$260,000.

Irving Faidman, 63, professor of English, State U. of New York at Buffalo; poetry: \$369,000.

Barbara Fields, 45, professor of history, Columbia U.; history: \$280,000.

Robert H. Hall, 47, research director, Institute for Southern Studies, Durham, N.C.; Southern studies: \$290,000.

Ann Hanson, 57, independent scholar, Houston; philology and history: \$340,000.

John Holland, 63, professor of computer science, U. of Michigan; computer science: \$369,000.

Wes Jackson, 56, co-director, Land Institute (Salina, Kan.); sustainable agriculture: \$335,000.

Evelyn Fox Keller, 56, professor of women's studies and rhetoric, U. of California at Berkeley; women's studies: \$335,000.

Steve Lacy, 57, jazz musician, Paris; jazz: \$340,000.

Suzanne Lebeck, 42, professor of social history, Rutgers U.; social history: \$265,000.

Sharon Long, 41, associate professor of biology, Stanford U.; biology: \$260,000.

Norman Maclean, 55, author and international fellow, Harvard College; fiction and essays: \$330,000.

Paulo Marshall, 63, professor of English and creative writing, Virginia Commonwealth University; writing: \$369,000.

Michael Masling, 42, free-lance journalist, New York; writing: \$270,000.

Robert H. McCabe, 62, president, Miami-Dade Community College; education: \$365,000.

Susan Meleias, 44, photojournalist, New York; photojournalism: \$275,000.

Amelia Mesa-Bains, 48, artist, San Francisco; art: \$295,000.

Stephen Schneider, 47, professor of climatology, Stanford U.; global climate research: \$290,000.

Joanna Scott, 51, assistant professor of English, U. of Rochester; fiction: \$215,000.

John T. Scott, 51, professor of fine arts, Xavier U. (I.C.); art: \$315,000.

John Terborgh, 56, director of conservation biology, Duke U.; biology: \$335,000.

Twyla Tharp, 50, choreographer, New York; choreography: \$310,000.

Uli Treisman, 45, professor of mathematics and mathematics education: \$285,000.

Laurel T. Ulrich, 53, associate professor of history, U. of New Hampshire; history: \$320,000.

Geerat Vornell, 46, professor of zoology, U. of California at Davis; zoology: \$285,000.

Günther Wagner, 48, professor of biology, Yale U.; biology: \$245,000.

## Publishing

Too hot to handle? That's apparently what a few scholarly presses concluded about a forthcoming book by Richard D. Mohr, a philosopher at the University of Illinois.

Despite rave reviews by outside referees, Oxford University Press, Routledge, and the presses at Indiana, NYU, Temple, Yale, Illinois, and Minnesota all passed up Mr. Mohr's *Gay Ideas: Outing and Other Controversies* when it made the rounds last year. *Gay Ideas* examines the moral dilemmas facing the homosexual community and includes a critique of ACT-UP and an argument in favor of "outing."

But what inspired the most qualms was Mr. Mohr's essay deconstructing gay erotic art, accompanied by several photographs by Robert Mapplethorpe and drawings by Rex and Tom of Finland. According to Mr. Mohr, Illinois and NYU refused to publish the graphics; Minnesota was willing to publish the graphics but not the text unless changes were made; Routledge requested that the chapter with the graphics be dropped; and the others cited various reasons for rejecting the manuscript or never acknowledged that they had received a copy.

Columbia University Press also considered the book but eventually it too said No—this despite the fact that Mr. Mohr was general editor of Columbia's book series "Between Men, Between Women: Lesbian and Gay Studies." "I was turned down by my own series," he says. Shortly after, Mr. Mohr resigned the editorship of the series, losing, he says, thousands of dollars in potential royalties.

Ironically, just a month before *Gay Ideas* is released, Columbia will publish *The Homoerotic Photograph* by Allen Ellenzweig, which also saw several rejections before landing at Columbia. A Columbia editor declined to comment on the matter.

Hot Type

Rutgers agreed to release *Gay Ideas*, but Mr. Mohr finally accepted an offer from Beacon Press. "The artwork doesn't present any problem for us," says Dan O'Connell, Beacon's publicity manager. The book is slated for release in November, and Beacon is touting *Gay Ideas* as one of two lead books for the fall. The Playboy Foundation has contributed \$1,000 to offset the costs of securing the rights to the graphics.

The whole episode has left Mr. Mohr feeling pretty steamed. You can't understand the gay male psyche, he argues, unless you understand the eroticists discussed in his essay. "The university presses abdicated their particular responsibility to make decisions with an eye to what is right, what is good, and what is challenging, rather than what is popular," he says.

*Gay Ideas* may have found a home, but it still hasn't found a printer. Five have declined to produce the book. "Beacon tells me not to worry, but I'll be relieved when they find a printer," Mr. Mohr says.

It's not exactly a supermarket tabloid, but things are getting so passionate in the "Proceedings and Addresses of the American Philosophical Association" that one letter writer in the June issue compares the journal to the "National Enquirer."

The June issue of *Proceedings*, due to be mailed next week, will contain nearly 30 pages of

letters to the editor about Clark University's Christina Hoff Sommers, whose scathing critiques of academic feminism have enraged feminist philosophers.

"There has never been a controversy with this kind of animosity in the association," says Robert G. Turnbull, chair of the Board of Officers of the APA and professor emeritus of philosophy at the Ohio State University.

Among those weighing in are three longtime Sommers foes: Sandra Lee Bartky of the University of Illinois at Chicago, Marilyn Friedman of Washington University, and Allison M. Jaggar of the University of Colorado. The letters are in response to a biting exchange between Ms. Sommers and Ms. Friedman in the January issue of the journal.

In the exchange in the June issue, each side accuses the other of intellectual dishonesty, of misunderstanding feminism, and of generally making people's lives miserable.

Ms. Sommers closes her letter by thanking Mr. Turnbull for overruling the APA's Executive Director, David A. Hoekema, and allowing her letter to appear. Mr. Hoekema earlier wrote, in the *Proceedings* and in a letter to Ms. Sommers, that the journal would abide by a "no responses to responses" rule on letters to the editor.

Mr. Turnbull and Mr. Hoekema both deny that Mr. Hoekema was overruled and say that they together decided to make an exception to the rule. Mr. Hoekema invites readers of the June issue to move on to other issues and to "carry on the discussion" about Ms. Sommers and feminism in other journals.

Ms. Sommers is ready to do that. She recently signed a six-figure contract with Simon & Schuster for her book on the future of feminism. Her deadline is next April.

## Harvard Ponders Fate of Student Who Fabricated Data

By DAVID L. WHEELER

Harvard University's medical school is considering whether to discipline a third-year student whom scientists at the National Institutes of Health caught cheating in his research.

The student, Mitchell Rosner, and the NIH scientists with whom he worked stated in a retraction in the May 29 issue of the journal *Cell* that he had fabricated data for a paper published in *Cell* last year.

"Recent investigations have revealed that the experimental evidence supporting the conclusions of the paper by Rosner et al. has been fabricated by one of the authors (M.R.) without any knowledge by the others," said the retraction, which was signed by Mr. Rosner and three co-authors—Heinz Arnheiter, acting chief of the viral pathogenesis section at the National Institute of Neurological Disorders and Stroke; Ronald J. De Sauro, an NIH researcher; and Louis M. Staudt, a senior scientist at the National Cancer Institute.

"We therefore retract this paper in its entirety," the statement add-

ed. "We sincerely apologize to anybody, within or outside the research community, who has been misled by this publication."

The retraction is winning praise for its clarity. "It's magnificent," said Drummond Rennie, a deputy editor of the *Journal of the American Medical Association* and an adjunct professor of medicine at the University of California at San Francisco. "That should be the norm," said Dr. Rennie, who is studying the value of retractions.

### Fears of Libel Suits

Critics have complained that the corrections in scientific journals often read like puzzles that leave readers wondering how much they can trust an article. Dr. Rennie said he believed that journal editors often print retractions that hedge because of fears of libel suits. If not all of the researchers who worked on an article can agree on a retraction's wording, he said, one or more of them may sue a journal for hurting their professional reputation.

Dr. Arnheiter said he had begun

to be suspicious of Mr. Rosner's research when others could not repeat his results.

Dr. Arnheiter declined further comment on the matter but confirmed as correct an account in *The New York Times* that said Mr. Rosner had been caught falsifying an experiment. In the retracted paper, the scientists purported to have found a protein, and its corresponding gene, that they said was essential to a newly fertilized egg in proceeding to a fully developed embryo.

Mr. Rosner's failure to use proper controls in the experiment gave his fellow researchers the false impression that only one molecule, which blocked the action of the gene, could stop embryo development, when in fact a whole range of molecules could also stop the progression to an embryo.

The associate dean for public affairs at Harvard's medical school, Suzanne Rauffenbart, said the school had named a committee to advise the dean, Daniel C. Tosteson, on Mr. Rosner's punishment. Mr. Rosner could not be reached for comment.

## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate.

Some publishers offer discounts to scholars and to people who order in bulk.

### ANTHROPOLOGY

*The Cinematic Grief: The Ethnography of Jean Rouch*, by Paul Stoller (University of Chicago Press; 272 pages; \$39.95 hardcover, \$16.95 paperback). A study of the French anthropologist and ethnographic film maker; explores the relationship between his writings and films on the Songhay people of Niger.

*Visayan Vignettes: Ethnographic Traces of a Philippine Island*, by Jean-Paul Dumont (University of Chicago Press; 226 pages; \$39.95 hardcover, \$16.95 paperback). Combines a study of the lives of Cebuano-speaking farmers and fishermen on the Visayan island of Siquilur with discussion of how the author's involvement in the culture shaped his role as an observer.

### ARCHAEOLOGY

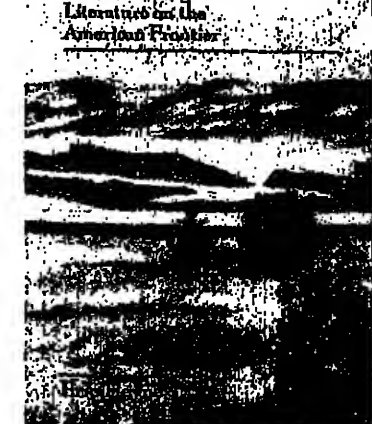
*Prehistoric Cannibalism at Manos de SUTUMR-2346*, by Tim D. White (Princeton University Press; 488 pages; \$62.50). Presents evidence that cannibalism took place around A.D. 1100 at an Anasazi pueblo in southwestern Colorado; based on a comparative analysis of

human bones found at site SMTUMR-2346 and bones from animals used for food at other sites.

### ART

*Visual Polemics in Ninth-Century Byzantine Paintings*, by Kathleen Corrigan (Cambridge University Press; 352 pages; \$90). Discusses three psalm books whose margins contain images that provide a visual commentary on the text; focuses on how the images defend Orthodox dogma and refute the claims of iconoclasts, Jews, and Muslims.

DESERT GARDEN  
MARCIN RANOE



vide a visual commentary on the text; focuses on how the images defend Orthodox dogma and refute the claims of iconoclasts, Jews, and Muslims.

### ASTRONOMY

*High-Energy Radiation from Magnetized Neutron Stars*, by Peter Meszaros (University of Chicago Press; 323 pages; \$98 hardcover, \$39.95 paperback). A work in astrophysics.

### CLASSICAL STUDIES

*The Edges of the Earth In Ancient Thought: Geography, Exploration, and Fiction*, by James S. Romm (Princeton University Press; 256 pages; \$29.95). Explores Greek and Roman literary representations of the furthest perimeters of the earth; considers, for example, works that depict such regions as the homes of idealized human societies or bizarre animal life.

### COMPUTER SCIENCE

*The Reactive Keyboard*, by John J. Darragh and Ian H. Witten (Cambridge University Press; 176 pages; \$44.95). Describes the development of computer-based communications technology for the physically disabled; focuses on a system that speeds communication by predicting the user's next response.

### ECONOMICS

*The Ecology of Recently-Degraded Terrain: A Geocological Approach to Glacier Forelands*, by John A. Matthews (Cambridge University Press; 400 pages; \$120). Analyzes the interaction of geological and biological processes in the creation of degraded land.

### ECONOMICS

*Applying General Equilibrium*, by John B. Shoven and John Whalley (Cambridge University Press; 304 pages; \$49.95 hardcover, \$22.95 paperback). Discusses the development and application of Walrasian general-equilibrium models in economics.

*Maynard Keynes: An Economist's Biography*, by John L. Childs, by Lawrence J. Dennis (Southern Illinois University Press; 242 pages; \$27.50). An intellectual biography of a John Dewey disciple who was a prominent figure in education philosophy from 1930 to 1960.

*The Mask of Benevolence: Disabling the Deaf Community*, by Harlan Lane (Alfred A. Knopf; 310 pages; \$23). Describes the relationship between deaf people and the medical, scientific, and education establishment as one of colonization in which deaf language and culture are suppressed; argues, for example, that mainstreaming deaf children hinders their education.



emphy, by Donald E. Moggridge (Routledge; 968 pages; \$37.50). Includes discussion of the English economist's extensive government career and his links

with such cultural circles as the Bloomsbury Group.

*The Red and the Green: The Rise and Fall of Collectivized Agriculture in Marxist Regimes*, by Frederic L. Pryor (Princeton University Press; 550 pages; \$59.50). A comparative study of the ideology, organization, and performance of collectivized agriculture in Eastern Europe and the third world; also considers the problems of privatizing such systems.

### EDUCATION

*From Prayer to Pragmatism: A Biography of John L. Childs*, by Lawrence J. Dennis (Southern Illinois University Press; 242 pages; \$27.50). An intellectual biography of a John Dewey disciple who was a prominent figure in education philosophy from 1930 to 1960.

*The Cinema of Federico Fellini*, by Peter

Continued on Following Page



## NEW SCHOLARLY BOOKS

*Continued From Preceding Page*  
**Bondanella** (Princeton University Press; 392 pages; \$49.50 hardcover, \$17.95 paperback). Traces the career of the Italian film maker since his work as a cartoonist during the Fascist era; topics include the influence of popular culture, literature, and Jungian dream theory on his work.

**Light Moving in Time: Studies in the Visual Aesthetics of Avant-Garde Film**, by William C. Wees (University of California Press; 211 pages; \$35 hardcover, \$15 paperback). Discusses the version of human vision produced by the unorthodox manipulation of camera technology in avant-garde film making.

**Patterns of Time: Mizoguchi and the 1930's**, by Donald Kiriura (University of Wisconsin Press; 187 pages; \$30 hardcover, \$24.95 paperback). Analyzes the early work of the Japanese director Kenji Mizoguchi; focuses on *The Downfall of Osen*, *Naniwa Elegy*, *Sisters of the Glen*, and *The Story of the Last Chrysanthemum*.

## FOLKLORE

**Singing the Master: The Emergence of African American Culture in the Plantations**, by Roger D. Abrahams (Pantheon; 341 pages; \$25).

Traces the origins of annual plantation corn-shucking contests in which blacks and whites were brought together and the former were encouraged to sing, dance, and tell stories; describes how slaves used such occasions as opportunities to ridicule their masters, and how their performance style influenced white culture.

## HISTORY

**Badr al-Din Lu'lu': Atabeg of Mosul, 1211-1228**, by Douglas Patton (University of Washington Press; 122 pages; \$12.95). A study of an adventurer who became atabeg or protector to the Zangid dynasty rulers of Mosul (now a region in present-day Iraq), and later de facto ruler of the kingdom.

**Between the Wars, 1919-39: The Cartoonists' Vision**, by Roy Douglas (Routledge; 352 pages; \$29.95). Explores the social and political tensions of the interwar period as revealed in North American, European, and Asian cartoons.

**Divine Patriot: The Life and Times of James Forrestal**, by Townsend Hoopes and Douglas Brinkley (Alfred A. Knopf; 608 pages; \$30). Traces the government

career and troubled personal life of the public official who became the first U.S. Secretary of Defense in September 1947, resigned in March 1949, and committed suicide two months later.

**In Pursuit of Gotham: Culture and Commerce in New York**, by William R. Taylor (Oxford University Press; 280 pages; \$24.95). Describes the city's rise as a national and international center of culture.

**Low Living and High Thinking at Modern Times**, New York, by Roger Wunderlich (Syracuse University Press; 288 pages; \$34.95). Discusses the brief (1851-1864) history of Modern Times, an experimental, libertarian community founded by the philosophical anarchists Josiah Warren and Stephen Pearl Andrews in the Long Island pine barrens.

**Mirage-Land: Images of Nevada**, by Wilbur S. Shepperson (University of Nevada Press; 190 pages; \$19.95). Uses diaries, historical documents, novels, promotional brochures, and other texts to explore images of Nevada from the 19th century to the present.

**The Papers of George Washington: Confederation Series**, edited by W. W. Abbott (University Press of Virginia). Volume 1: January-July 1784 (592 pages; \$47.50); Volume 2: July 1784-May 1785 (626 pages; \$47.50). The first two books in an eight-volume collection of Washington's papers from his second retirement at Mount Vernon during the years preceding his Presidency.

**The Papers of Woodrow Wilson, Volume 68: August 2-December 23, 1920**, edited by Arthur S. Link and others (Princeton University Press; 583 pages; \$57.50). Documents Wilson's role in the 1920 Cox-Harding Presidential contest.

**Religion and Society in Russia: The Sixteenth and Seventeenth Centuries**, by Paul Bushkovitch (Oxford University Press; 288 pages; \$39.95). Considers religious attitudes during a transitional historical period that saw a decline in monasticism, the rise of miracle cults, and the development of a more private faith.

**A Woman's Civil War: A Diary With Reminiscences of the War, From March 1862**, edited by Minrose C. Gwin (University

of Wisconsin Press; 303 pages; \$49.50 hardcover, \$14.95 paperback). Edition of the diary of Cornelia Peake McDoan, a Winchester, Va., woman who struggled alone to provide for her six children during the Civil War.

## LAW

**Solicitors and Divorce**, by Richard Hughes (Oxford University Press; 288 pages; \$54). Examines how British solicitors interact with clients, each other, and court officials in divorce cases.

## LITERATURE

**Andrei Platonov: Uncertainty of Spirit**, by Thomas S. Clavin (Cambridge University Press; 280 pages; \$39.95). Describes

## Publishing

the influence of utopian thought on the work of the Russian writer who lived from 1899 to 1951.

**The Art of Medieval French Romance**, by Douglas Kelly (University of Wisconsin Press; 470 pages; \$45). Discusses "authorial interventions" that shed light on what Chrétien de Troyes, Marie de France, and other medieval French romance writers thought about their work.

**Bodies and Machines**, by Mark Selzer (Routledge; 248 pages; \$45 hardcover, \$15.95 paperback). Examines the association of nature and technology in the American cultural imagination; includes discussion of realist and naturalist writings from the 1850's to the 1920's.

**Dear Women and Elk Men: The Lakota Narratives of Ella Deloria**, by Julian Rice (University of New Mexico Press; 192 pages; \$22.50). Focuses on sexual themes in the Lakota Indian stories collected by the ethnologist Ella Deloria in the 1920's and 30's; also includes comparisons of Lakota narratives and Shakespeare's plays.

**Desert, Garden, Margin, Range: Literature on the American Frontier**, edited by Eric Heyne (Twayne Publishers; 182 pages; \$25.95 hardcover, \$12.95 paperback). Includes original essays on both "canonical" and "marginalized" works of literature about the frontier.

**The Dynamics of the Metaphor: Field A Cognitive View of Literature**, by Nicolae Babuts (University of Delaware Press; 184 pages; \$32.50). Combines literary, linguistic, and neuroscientific perspectives in a study of memory and the understanding of meaning in texts.

**Faulkner's Subject: A Cosmos No One Owns**, by Philip M. Weinstein (Cambridge University Press; 200 pages; \$42.95). Describes Faulkner's depiction of the process of "becoming oneself."

**Harlem in Review: Critical Readings to Black American Writers, 1947-1958**, by John E. Bassett (Susquehanna University Press; 232 pages; \$36.50). Writers discussed include Claude McKay, Langston Hughes, Countee Cullen, Jessie Fauset, and Zora Neale Hurston.

**Openings: Narrative Beginnings from the Epitaph to the Novel**, by A. D. Nuttall (Oxford University Press; 272 pages; \$35). Considers the concept and character of beginnings in literary works, nature, and history.

**Oppositional Voices: Women as Writers and Translators in the English Renaissance**, by Tina Krontiris (Routledge; 160 pages; \$39.95). Examines the work of women writers during the late Elizabethan era, a period described here as hostile to female creativity.

**A Reading of Edward Taylor**, by Thomas M. Davis (University of Delaware Press; 240 pages; \$36.50). A critical study of the Scottish-born American poet and clergyman who lived from 1642 to 1729; focuses on changes in the direction of his work in series one of the *Preparatory Meditations*.

**Reading Raymond Carver**, by Randolph Paul Runyon (Syracuse University Press; 248 pages; \$24.95). Explores self-referential links between the works in the 20th-century American writer's short-story collections.

**Re-Thinking Theory: A Critique of Contemporary Literary Theory and an Alternative Account**, by Richard Freedman and Seamus Miller (Cambridge University Press; 278 pages; \$54.95). Theorists discussed include Louis Althusser, Jacques Derrida, Michel Foucault, and supporters of the New Historicism.

**The Rites of Passage of Jean Genet: The Art and Aesthetics of Risk Taking**, by Gene A. Plunka (Fairleigh Dickinson University Press; 360 pages; \$45). Describes "metamorphosis" as the central concept of the French writer's work, and draws on the theories of the anthropologist Victor Turner in an analysis of rites of passage in his dramas.

**Schopenhauer in the Marketplace: Elizabeth Gaskell and the Victorian Novel**, by Hilary M. Schor (Oxford University Press; 236 pages; \$29.95). Topics include the English writer's literary apprenticeship; her relationship with the publishing market and with her editor, Charles Dickens; and her experimentation with the romance plot.

**See Changes: British Emigration and American Literature**, by Stephen Fender (Cambridge University Press; 300 pages; \$44.95). Describes expressions of a "psychology of emigration" in American literature; writers discussed include Jefferson, Cooper, Thoreau, Dos Passos, and Norman Mailer.

**The Thought and Art of Joseph Joubert, 1754-1824**, by David P. Kimloch (Oxford University Press; 256 pages; \$69). Traces the development of the French moralist's thought from the time of his work as secretary to Denis Diderot through his association with François Chateaubriand; argues that Joubert's

scrutiny of the act of writing anticipates the aesthetics of such authors as Stéphane Mallarmé.

## PHILOSOPHY

**Human Morality**, by Samuel Scheffler (Oxford University Press; 150 pages; \$26). Develops a theory of the relationship between morality and the individual that bridges the gap between those who feel that morality should coincide with an enlightened self interest and those who view morality and self interest as diametrically opposed.

**The Imaginary Museum of Musical Works: An Essay in the Philosophy of Music**, by Lydia Goehr (Oxford University Press; 328 pages; \$59). Traces the emergence of the concept of a musical "work" and considers what it means philosophically, musically, and historically to discuss music in such terms.

**Moral Responsibility and the Boundaries of Community: Power and Accountability from a Pragmatic Point of View**, by Marion Smiley (University of Chicago Press; 286 pages; \$44 hardcover, \$17.95

paperback). Describes how people's concepts of blame or moral responsibility evolve out of their social and political point of view, and shape their formulation of social problems.

**The Philosophy of the Limit**, by Drucilla Cornell (Routledge; 224 pages; \$45 hardcover, \$14.95 paperback). Focuses on issues of gender hierarchy in a study of the application of deconstructionist theory to questions of ethics, justice, and legal interpretation; includes comparative discussion of the theories of justice of Jacques Derrida and John Rawls.

**Privacy, Intimacy, and Isolation**, by Julie Inness (Oxford University Press; 157 pages; \$24.95). Explores legal and philosophical notions of privacy, including the question, for example, of whether privacy is morally or conceptually distinct from other interests.

## POLITICAL SCIENCE

**Engineers and Professional Self-Regulation: From the Finitist Committee to the Engineering Council**, by Grant Jordan (Oxford University Press; 320 pages;

\$72). Discusses the negotiation process that produced a chartered Engineering Council in Britain, and describes how the Thatcher administration attempted to shape the direction of the engineering profession.

**US-Japan Alliance Diplomacy, 1945-1990**, by Roger Buckley (Cambridge University Press; 256 pages; \$49.95). Traces the development of U.S.-Japanese relations in the postwar period.

## PUBLIC POLICY

**Why Airplanes Crash: Aviation Safety in a Changing World**, by Clinton V. Oster, Jr., John S. Strong, and C. Kurt Zorn (Oxford University Press; 234 pages; \$24.95). Considers such topics as the safety record of commuter airlines in the post-deregulation era.

## RELIGION

**The Camphor Flame: Popular Hinduism and Society in India**, by C. J. Fuller (Princeton University Press; 238 pages; \$45 hardcover, \$14.95 paperback). Topics include the relationship between

worship and sacrifice, the ritual power of goddesses and women, and the religious contexts in which unequal relationships between deities and humans or among humans themselves are expressed or denied.

## SOCIOLOGY

**Growing Up in Norway, 800 to 1990**, by Floyd M. Martinson (Southern Illinois University Press; 268 pages; \$39.95). Examines the daily life for Norwegian children from Viking times to the present; focuses on how their care and supervision became a public concern.

**Work and Democracy in Socialist Cuba**, by Linda Fuller (Temple University Press; 296 pages; \$44.95). Discusses Cuban reforms in the area of workplace democratization since the 1960's.

## URBAN STUDIES

**Madness and the City**, by Ira Katznelson (Oxford University Press; 336 pages; \$39.95). A critical analysis of Marxist scholarship on cities and urban life over the past 25 years.

## REQUESTS FOR PROPOSALS

## AMERICAN COUNCIL OF LEARNED SOCIETIES COLLABORATIVES

## Humanities Curriculum and Teacher Development Project

The ACLS Elementary & Secondary School Teacher Development Project strengthens the teaching of the humanities in the public schools through the support of public school teachers engaged in the development of curricular materials reflecting current and emerging understandings of the humanities at the post-secondary level. This is being done by means of the creation of a national network of public school teachers, college faculty members, and senior research scholars collaborating in workshops at selected major research universities. The sites selected for the 1992-93 school year were: San Diego (San Diego City Schools with the University of California, San Diego); Minneapolis (the Minneapolis Public Schools with the University of Minnesota); Los Angeles (Los Angeles Unified School District/Los Angeles Educational Partnership with the University of California, Los Angeles); and Cambridge/Brookline (with Harvard University).

Approximately one million dollars in grants will be divided among four new sites.

University/School District Collaboratives are invited to apply to ACLS by September 15, 1992 for support under this program. Those collaboratives selected as ACLS sites will include public school systems where teachers have significant curricular responsibility and major research universities wishing to develop continuing relationships with their area's schools.

ACLS will award one-to-one matching grants to each partner in the Collaborative:

- \$32,000 for the university-based workshop.
- \$120,000 for teacher release-time to participating districts.

In addition, ACLS will select and fund two post-secondary fellows (at up to \$45,000 each) from local liberal arts colleges to join in the workshop at each site.

## Application Process

To request a complete project description and an application form please write to:

Education Office, American Council of Learned Societies  
 228 East 45th Street, New York, NY 10017-3398

Funding for this program has been provided by the Pew Charitable Trusts, DeWitt Wallace-Reader's Digest Fund, and other donors.

In the administration of its fellowship and grant programs, the ACLS does not discriminate on the basis of age, color, creed, disability, gender, marital status, national origin, race, or sexual preference.

## REQUESTS FOR PROPOSALS

U.S. Department of Energy  
Research Opportunities in Radioactive Waste Management

Oak Ridge Institute for Science and Education, on behalf of the U.S. Department of Energy, Office of Civilian Radioactive Waste Management, invites qualified faculty members at historically Black Colleges and Universities (HBCU) to submit proposals for on-campus research in radioactive waste management. This program will support high-quality research proposals on important scientific or engineering problems related to the consolidation, packaging, handling, transportation, storage, disposal, and monitoring of spent nuclear fuel and high-level radioactive waste. All research under the HBCU Radioactive Waste Management Research program must relate to the site characterization study at Yucca Mountain, Nevada.

Interested faculty members in the following disciplines are encouraged to apply:

Earth Sciences  
 Engineering  
 Materials Science  
 Radiation Sciences  
 Transportation/Logistics

A Request for Proposals (RFP) packet may be obtained by contacting:

HBCU Radioactive Waste Management Research Program  
 Science/Engineering Education Division  
 Oak Ridge Institute for Science and Education  
 P.O. Box 117  
 Oak Ridge, TN 37831-0117  
 ATTN: Billie L. Stoksbury  
 Telephone (615) 576-0037

Responses to the RFP are due on August 14, 1992, for contracts and funding distribution in 1993.

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Some behind-the-scenes discussions are under way about an alternative accrediting body designed to evaluate colleges that offer a traditional curriculum.

A confidential four-page memo about the proposed group says a "gang of fifteen" institutions seems interested in the venture, but suggests that "the whole effort needs far better definition."

Members of the National Association of Scholars, along with other academics who support a traditional curriculum, have been moving to create a national academy to "advance liberal learning." The proposed National Academy for the Advancement of Liberal Education would be separate from the NAS, and would have both an accrediting arm and a think tank, according to a copy of the memo obtained by *The Chronicle*. The idea grew out of opposition to the policies of regional accreditors that sought to use ethnic diversity as a criterion for evaluating campuses.

The memo said that with "the uncertainties about November 3 looking more worrisome every day," the academy should hold off on announcing it. The memo was written by Robert Royal, vice-president of the Ethics and Public Policy Center in Washington. He was offered the job of directing the new academy. In his memo, he declined the job and outlined his concern that the academy needed to be more sharply defined. Still, he called it an "essential" enterprise.

The memo was directed to backers of the academy, who include John T. Agresto, president of St. John's College of New Mexico, and Stephen H. Balch, president of the NAS. Mr. Balch said any comment would be premature.

#### So much for a 10-year contract.

The beleaguered president of Lees College resigned under pressure last week, despite the decade-long contract that the trustees granted him last year.

In a statement, the trustees said the president, William B. Bradshaw, would stay on as chief executive officer until a replacement could be found. Some professors worried that might mean Mr. Bradshaw could remain in charge indefinitely.

In the statement, J. Phil Smith, the board's chairman, "accepted the resignation with reluctance." Some professors at Lees on the "inability of the media to understand educational reform." Mr. Smith could not be reached.

Meanwhile, both men are facing lawsuits filed by two professors who were fired last month.

## Personal & Professional

### Spate of Resignations Prompts Concern About Health of the College Presidency

A disturbing pattern, or mere coincidence?

By COURTNEY LEATHERMAN

A recent spate of resignations by prominent university presidents has left observers wondering whether the departures mark an exodus from a job that has become unmanageable and unattractive, or simply a concurrence of unrelated events.

While some observers had previously expressed concern about the state of the college presidency, that sentiment reached new heights for some this month when Michael I. Sovern announced his plans to retire next year from the post he will have held at Columbia University for 13 years. His announcement was the second by an Ivy League president in as many weeks, following that of Yale University's chief, Benno C. Schmidt, Jr.

Mr. Sovern said he had decided to return to teaching law in order to spend more time with his wife, Joan Wit Sovern, who is suffering from a long-term illness. Mr. Schmidt will resign at the end of this year—his sixth on the job—to head a new chain of private secondary schools.

#### Mounting Pressures on Leaders

Some who follow academic presidencies believe it is more than coincidence that the chief executives at Columbian, Duke, Stanford, and Yale Universities and the Universities of California, Chicago, and Texas have announced their resignations within the last year. To suggest otherwise, they say, is to ignore the mounting pressures placed on university presidents.

The observers worry that those pressures, which range from severe financial constraints to increased government oversight to heated curricular battles, have made the jobs unappealing to potential candidates.

Stanley Katz, president of the American Council of Learned Societies, says of the resignations: "You could call it natural, but I think there's something more there." He adds: "The job has changed, it has become tough, tough, tough, with relatively little compensation, and it takes a toll."

#### Probing 'Structural Conditions'

Kenneth Prewitt, senior vice-president of the Rockefeller Foundation, agrees that the departures are unusual: "It's not random that you get seven or eight in one season."

"Any good social scientist, when you see a pattern of events, ought to find some underlying structural conditions," adds Mr. Prewitt, who is trained as a political scientist. "It's not like an age cohort that's just turning over."

Other observers, including some with first-hand experience as presidents, say the events are exactly that. They note that most of the retiring presidents had served far longer than average. (The average presidential term ranges from three to seven years, depending on the type and control of institutions.) They say the job has al-

Continued on Following Page



U. OF CHICAGO



JOE FINBERG, COLUMBIA U.



STANFORD U.



JOHN TURNER, THE NEW HAVEN REGISTER



YALE U.

Among presidents who recently announced retirements are, clockwise from top: Hanna H. Gray (15 years at Chicago); Michael I. Sovern (13 years at Columbia); Donald Kennedy (12 years at Stanford); H. Keith H. Brodie (8 years at Duke); and Benno C. Schmidt, Jr. (6 years at Yale).



## Resignations Prompt Concern About Health of the College Presidency

Continued From Preceding Page  
ways been tough, and that it is a mistake to read too much into the departures. "I think these can be explained as individual circumstances and not as a great new wave of disenchantment with the job," says Clark Kerr, president emeritus of the University of California system, who has heard the concerns before.

Adds Madeleine F. Green, who has served a stint as an acting president: "There are 300 to 400 new presidents every year who come on through resignation, retirement, death, whatever. This is a cluster of highly visible institutions so all of a sudden everybody pays attention," says Ms. Green, vice-president at the American Council on Education and director of its Center for Leadership Development. She and other experts on the college presidency believe that institutions seeking presidents will have plenty of good candidates.

Despite their differences, many agree that the successors to departing chief executives have tough jobs ahead of them.

### Not Much Fun Anymore

Robert H. Atwell, president of the American Council on Education, believes the recent resignations were prompted partly by a realization that times will be tough for universities even after the recession ends. "These jobs aren't so much fun anymore," he says.

Derek Bok, president emeritus of Harvard University, disagrees. "I thought my job was fun," he says, adding that concern over how difficult the presidency has become is overblown. Mr. Bok, now a fellow at the Center for Advanced Study in the Behavioral Sciences in Palo Alto, Cal., notes that "students aren't burning down buildings now" as they were when he took office nearly 20 years ago.

Still, many believe that new

presidents will need new skills largely because of the financial constraints facing all institutions.

Don Hood, a psychology professor at Columbia, believes the next generation of presidents must focus far more attention on internal rather than external operations. "To make deep cuts in the expense base of a university, you need knowledge of the inside workings of the place, the confidence of the people, and the courage to go out and make decisions before you reach a consensus," he says.

Mr. Hood, a former vice-president of Arts and Sciences at Columbia, believes that many of the outgoing presidents were picked for their fund-raising skills. They were well groomed for the last decade, but not for the future, he says.

Mr. Sovern says he can testify to the fact that tough financial times call for more consultation. That means presidents have to spend even more hours on the job. "You don't need to explain yourself in great detail when you're raising salaries and building buildings," he says. "But when you're asking faculty for sacrifices, you have to be clear about explaining yourself and spend a lot of time listening."

### A Lot of Explaining

Like many presidents, Mr. Sovern has had to do a lot of explaining over the past few years. Columbia has cut administrative positions, left faculty posts vacant, and spent money from its endowment, all to cover a \$50-million gap in the 1992-93 budget. Yale is facing a \$15-million deficit, the deterioration of buildings, and protests from professors who balked at the administration's plan to reduce faculty positions. Columbia, Stanford,

and other research universities are under scrutiny by federal auditors as part of a broad investigation into the way institutions have spent federal money intended to cover the overhead costs of research. It was the scandal over Stanford's hum-

**"When you're asking faculty for sacrifices, you have to be clear about explaining yourself and spend a lot of time listening."**

bling of overhead research costs that prompted Donald Kennedy to announce his retirement after 12 years as president.

State institutions, like the University of California system, have been hit hard by severe cuts in state support. However, David P. Gardner, who plans to step down in October after nine years as president of the system, cited his wife's death last year as his reason for retiring.

At Duke, some professors say the problems that led to H. Keith H. Brodie's announcement that he would resign next year after eight years as president had more to do with his deteriorating relationship with the faculty than with financial problems.

### Loss of Respect?

Given the bleak financial picture and the pressures presidents face, some people worry that there are not enough qualified candidates for the jobs. "It's not surprising that Gerhard Casper was No. 2 on Har-

## Personal & Professional

vard's list," Mr. Katz says, referring to Stanford's new president. Mr. Prewitt of the Rockefeller Foundation worries that the job is unattractive for reasons other than the financial pressures. He has feared that the position no longer gathers respect. In fact, he believes the public has at least seemed almost gleeful when a university president has been caught in controversies.

Others agree, but ask what much has changed. "Do you think presidents got a lot of respect '68, '69, '70?" asks Mr. Hood.

Some sense a growing concern about finding new leaders. Several institutions will be conducting searches simultaneously. "There may be a certain sense of panic brought on by the mounting number of announcements of retirement plans," says Ralph J. Nicholas, dean of the college at the University of Chicago.

Nonetheless, Mr. Nicholas says he remains confident that Chicago will attract top-notch candidates. He cites the success of Hanna H. Gray, who plans to retire next year after 12 years. Others believe the universities with vacancies will attract the share of qualified candidates. "I don't see any shortage of people who are interested in taking on the challenge," says Judith G. Tondt, deputy director of the American Council on Education's Office of Women in Higher Education. (Statistics recently released by the office suggest that more of the candidates could be women: 12 percent of presidents in 1992 and women, up from 5 percent in 1975.)

Says Mr. Sovern: "There will be plenty of outstanding people who succeed us." He adds: "You know the French have a saying, 'The cemeteries are full of independent men'."

## Personal & Professional

## Teaching Calculus to Minority Students Helps Them Stay in College

By DAVID L. WHEELER

A five-year follow-up study of a widely used method for teaching calculus to minority students shows that it not only helps students pass calculus but also seems to help them stay in college.

The system uses small, student-led workshops to supplement calculus courses, which have been one of the greatest barriers for students seeking a mathematics, science, or engineering education. Some studies have found that half of the students who take college calculus do not complete the course the first time they take it.

Uri Treisman, the director of the Dana Center for Mathematics and

Science Education at the University of California at Berkeley, developed the system of student honors workshops to help minority students excel in mathematics. The MacArthur Foundation is awarding Mr. Treisman one of its no-strings-attached fellowships this week. Another researcher, Martin V. Bonsangue, a professor of mathematics at Mount San Antonio College, studied the method for five years at California State Polytechnic University at Pomona and presented his findings, which have not yet been published, in a lecture in Washington last month.

In 1989 Mr. Treisman estimated that his method was being used at

about 30 colleges. Now, variations of Mr. Treisman's teaching method are being used at more than 125 colleges and universities, says Lynn A. Steen, a professor of mathematics at St. Olaf College, who will take over this week as executive director of the Mathematical Sciences Education Board at the National Research Council of the National Academy of Sciences.

As the system is employed at California State Polytechnic, freshman calculus students from minority groups that are underrepresented in scientific professions are invited by minority students from upper classes to participate in the workshops. Students who accept

the invitation meet twice a week for two hours to work on calculus problems developed by the student leaders. The workshop leaders also meet with professors to discuss the progress of individual students.

### A Lasting Effect

Mr. Bonsangue studied 320 students at Pomona who took calculus. He interviewed those who participated in the workshops and those who did not, and checked their academic records.

Mr. Bonsangue found that the workshops had a lasting effect on the students' styles of studying math and science, encouraging them to study collaboratively in-

stead of struggling alone. The study method also seemed to help students stay in college: Forty-two percent of those who did not participate in the workshops had dropped out of the university by the spring of 1991, while only 4 percent of the workshop students had left the institution at that time.

The workshop students were not better prepared academically in high school than those who did not participate, Mr. Bonsangue said.

Mr. Treisman, who is moving from Berkeley to the University of Texas at Austin, said the workshops had been widely adopted because mathematicians did not want calculus to be perceived as a barrier to a scientific career. "We're tired of being the filter instead of the pump," he said.

## THE CURRICULUM

- Xavier cuts some required theology courses
- Columbia lets undergraduates major in art
- Cabrini sets community service for juniors

Fewer required theology courses will help students to a better moral education, Xavier University in Ohio contends in its new core curriculum.

The university has cut the number of required courses in philosophy and theology, requiring nine credit hours instead of 12 in each field. The Jesuit institution will cluster courses on ethics, religion, and society. Students must take one course each in literature, philosophy, and theology, plus an elective, all of which deal with an ethical matter in contemporary society.

Joan Connell, vice-president for academic affairs, said Xavier would still require more philosophy and theology coursework than any of the nation's other 28 Jesuit colleges and universities. But she said the new approach would guarantee integrated learning, rather than allowing students to take unrelated courses in the history of philosophy or theology.

Xavier's core curriculum requires 65 hours, more than half of an undergraduate's classroom time. The new curriculum also requires nine hours of laboratory science, six hours of a foreign language, and three hours of fine arts.

For the first time in its history, Columbia University will allow undergraduates to major in art.

The university has introduced a visual-arts major that will teach basic skills in painting, sculpture, and graphic arts. Seniors will receive studio space to create a final project. "They'll be doing their own work," said Allan Hacklin, chairman of visual arts. "They won't just go to classes to solve other people's problems."

Mr. Hacklin said the program

could not compete with an art college in terms of time allotted for studio courses. An art school would require more than twice as many art courses as liberal-arts courses, he said. At Columbia, the ratio will be the opposite. But he said the program would leave students well educated and prepared for graduate school in art, if they are interested.

Mr. Hacklin will hire new faculty members for the department, which traditionally had taught courses for non-majors. The department now has 4 full-time faculty members and 15 adjunct instructors.

Inspired by books such as "Habits of the Heart" by Robert Bellah, Cabrini College requires that all juniors get involved in community-service activities.

The students' outside work is tied to a set of classroom seminars organized around the theme "the common good." The 10 seminars, which explore moral and ethical issues, include "Individualism and the Common Good in Literature" and "The Meaning of Altruism."

Sharon Schwarze, professor of philosophy at the Roman Catholic liberal-arts college, teaches "The Problem of Evil," in which students read Plato, Aristotle, Nietzsche, and Hannah Arendt, and hear presentations from Holocaust survivors and resisters. At the end of the semester she asks students to report on their work in homeless shelters and literacy programs.

Ms. Schwarze also requires students to complete three interviews: one with a "moral hero," one with a "moral failure," and one with someone who exhibits "tainted decency," meaning a person who has tried to lead an upright life but has lapses.

—SCOTT HELLER

## 2 CUNY Suits: White Professor Prevails; Jeffries Files

NEW YORK  
There were new twists this month in the legal saga of two controversial City College professors. One, Leonard Jeffries, Jr., the outgoing head of the black-studies department, sued the institution for removing him as chairman. The other professor, Michael Levin, won an appeals-court victory in his free-speech lawsuit against the college.

Mr. Jeffries sued the college, part of the City University of New York, in Federal District Court. Claiming that his First Amendment rights were violated, he is seeking reinstatement and \$25-million in damages.

Mr. Jeffries served as chairman for 20 years until the CUNY Board of Trustees voted in March to replace him. He faced a storm of criticism over remarks he made last summer that were widely condemned as anti-Semitic and anti-white.

CUNY trustees appointed Edmund W. Gordon, a professor emeritus of psychology at Yale University and a noted black scholar, to a two-year term as department chairman, effective July 1.

In his suit, Mr. Jeffries referred to "hysterical criticism in the press" and pressure from "uninformed and opportunistic politicians."

A CUNY spokesman said university officials do not comment on pending litigation.

### Articles on Intelligence

The other case involves Mr. Levin, a white philosophy professor who has written articles suggesting that blacks are intellectually inferior to whites. He sued the college in 1990, claiming his free-speech rights had been violated when the college formed a panel to examine his writings and established a parallel section of a course he taught, even though no students had complained. Last fall a district-court judge issued a strongly worded ruling in his favor.

The university system appealed. Last week a panel of judges from the U.S. Court of Appeals for the Second Circuit supported much of Mr. Levin's argument. The panel ruled that because there was no evidence students had been harmed by his views, the creation of a second course section had a chill-

ing effect on Mr. Levin's free-speech rights. It left intact a lower-court injunction banning alternative sections.

The new ruling also said that the formation of a committee to review Mr. Levin's writings had had a chilling effect, but it found that a lower-court injunction banning further investigations was unnecessary.

The appellate court disagreed, meanwhile, with the lower court's finding that Mr. Levin was entitled to protection by security personnel because his classes had been disrupted by protesters.

The American Association of University Professors and the University of Virginia's Thomas Jefferson Center for the Protection of Free Expression filed a friend-of-the-court brief in the case, siding with Mr. Levin.

In a statement, CUNY officials said they were pleased with the decision on the security issue but "disappointed that the court did not recognize City College's fundamental need to provide students with greater choice and availability of classes."

—DENISE K. MAGNER AND CAROLYN J. MOONEY

## Court Lifts Decree on Brown U. Hiring and Promotions

PROVIDENCE, R.I.

At the request of administrators and female professors at Brown University, a federal court judge has vacated a consent decree that governed faculty hiring and promotion for 14 years.

The so-called Lamphere Decree was the result of a settlement in a sex-discrimination lawsuit filed in 1977 by Louise Lamphere, then a professor at Brown. The decree provided goals and timetables to measure the university's progress in hiring female faculty members. It also set up promotion and hiring guidelines for all faculty members.

Anne Fausto-Sterling, a professor of medical science and one of three people representing Brown's female professors, said most women at the university felt that having the decree vacated would be "a good tactical move." Their vote to petition the court to end the decree took place at a meeting last year, and the petition was granted last month.

"The issue was whether we'd be better off working within a university system or within an increasingly conservative court system," Ms. Fausto-Sterling said.

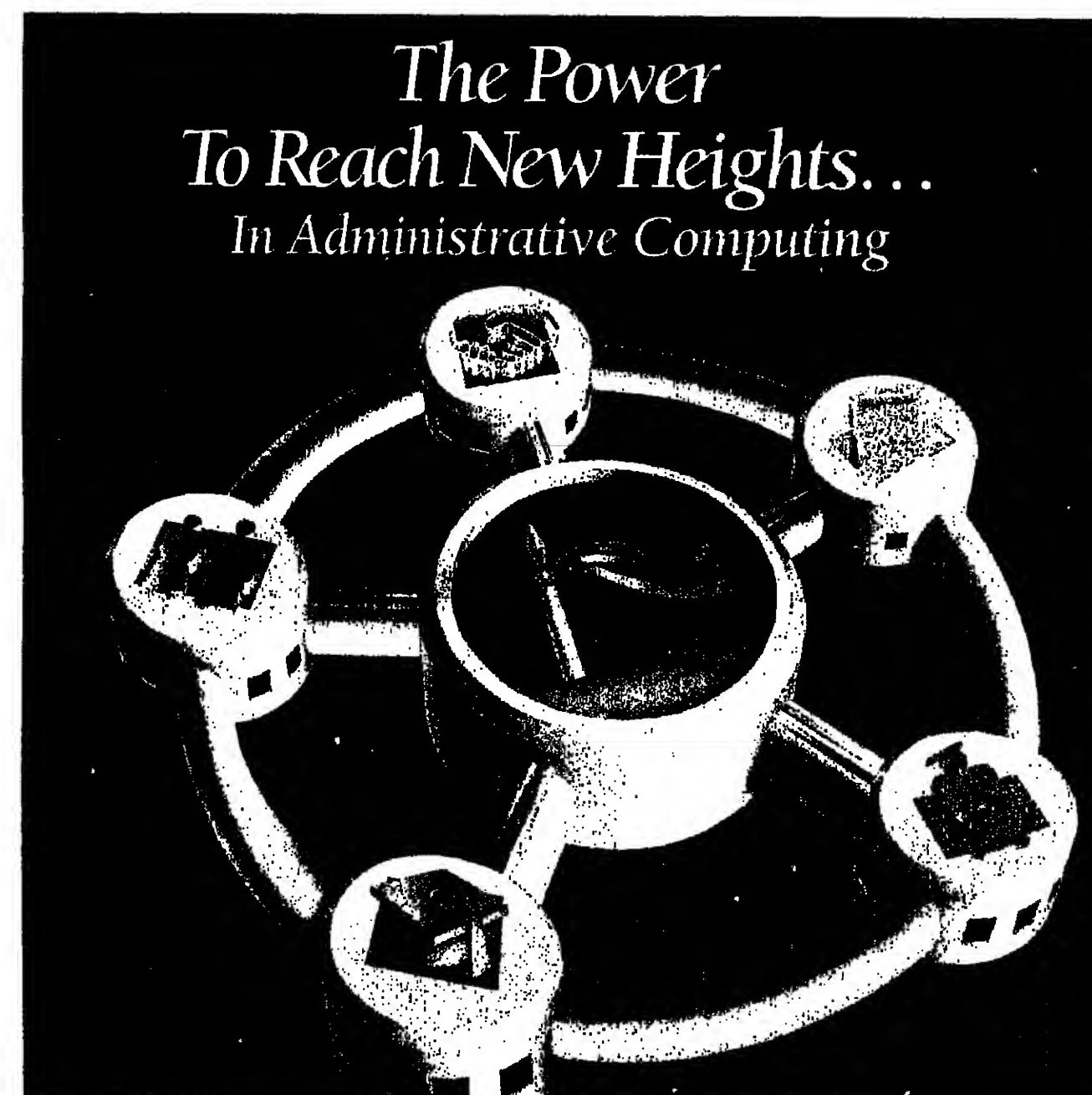
### 67 Women Have Tenure

Brown has far more women on the faculty now than before the decree took effect. The number of tenured women at Brown rose to 67 in academic 1991-92, up from 12 in 1976-77. The number of tenured men also rose during that period, to 342 from 334. The number of non-tenured women rose to 61 from 40, while the number of non-tenured men fell to 79 from 84.

Ms. Fausto-Sterling said she thought some departments still resisted hiring women. But she said the decree had given women a bigger voice, and improved the overall quality of the faculty by requiring such procedures as nationally advertised searches. It also helped male candidates, she said.

"If you have an old-boy system instead of a national search, it may be there are men you're missing out on, too," she said.

Ms. Lamphere, who had filed the suit when she was denied tenure at Brown, was later granted tenure there. She has since left the university. —CAROLYN J. MOONEY



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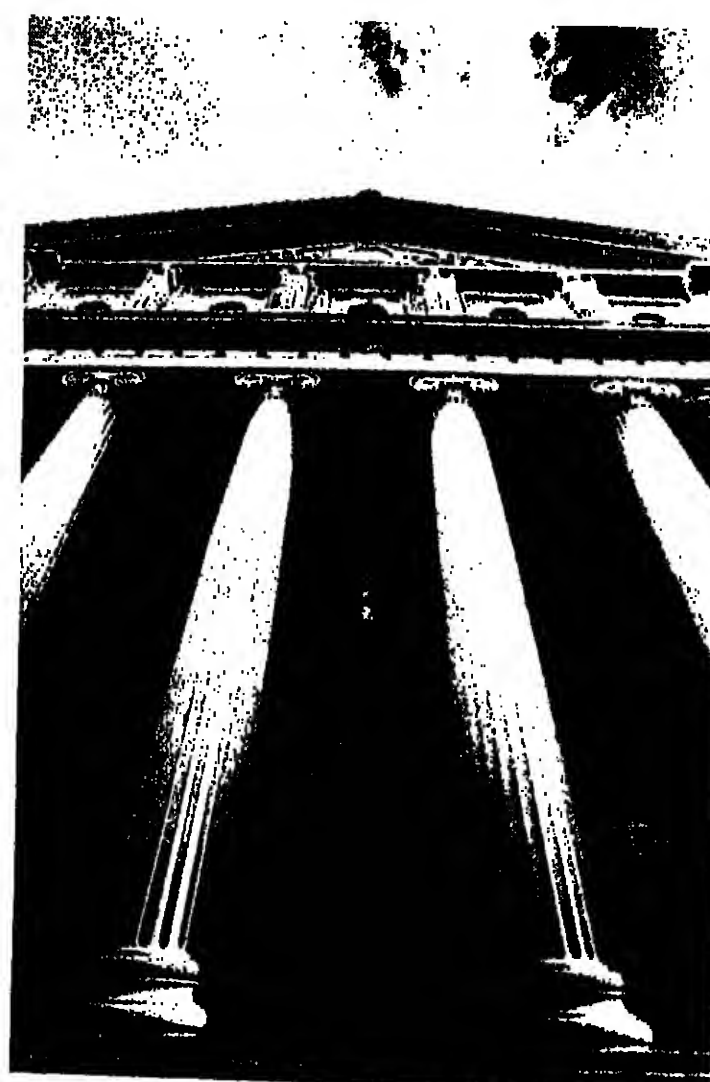
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## Information Technology



James F. Blinn, a computer expert and an instructor at the California Institute of Technology: "I never thought I could actually make a living doing this."

## A Computer Animator Brings Unseen Worlds to Whimsical Life

From 3-D images of electrical fields, to strings of equations dancing a samba

By DAVID L. WILSON

PASADENA, CAL.

James F. Blinn, an instructor at the California Institute of Technology, is delighted to show his latest project to a visitor. A few taps on a keyboard, and a cartoon image of a green tentacle wielding a ray gun appears on a computer screen. Punching another key brings the image to life, as a purple beam flashes from the ray gun and zaps an innocent triangle, which suddenly expands.

It's a captivating way to show students how aspects of shapes—the angles and proportions, for example—don't change, regardless of changes in the size of the shapes.

The unrestrained whimsy of Mr. Blinn's computer animation has won him legions of fans among students and professors. He teaches classes in computer animation here, and his work has helped revolutionize the way mathematical concepts are taught through television and videotapes. The programs are widely used by high schools and colleges.

"Where Should I Begin?"

Eugene A. Klotz, a professor of mathematics at Swarthmore College, is at somewhat of a loss when asked to comment on Mr. Blinn. "Where should I begin?" asks Mr. Klotz, who is also director of Swarthmore's Visual Geometry Project, which

produces computer-animated videotapes for high-school math courses. "I guess anybody who's turned on a TV has seen his work. He's one of the best of the best."

In the public-television series "Cosmos," which was first broadcast in 1980, Mr. Blinn's animation was used to illustrate events that are too small to be seen. Cartoon images of the behavior of atoms and molecules showed viewers things even scientists haven't been able to watch. His work also has shown television viewers simulations of things that are too far away to be seen. For example, while working as a computer expert at Caltech's Jet Propulsion Laboratory, he created a series of extremely sophisticated simulations of what the *Voyager* space probes saw as they passed by the planets of the solar system.

More recently, he produced the computer animations used in a series of television programs that make up a college-level in-

troductory physics course, "The Mechanical Universe . . . and Beyond." Today he spends his time animating concepts used in "Project MATHEMATICS!," a series of videotapes designed to teach basic concepts to high-school students.

MacArthur 'Genius Grant'

His computer animation has won numerous awards, and it brought him a MacArthur "genius grant" last year. Mr. Blinn still seems a little bewildered about all the fuss.

"I never thought I could actually make a living doing this," he says, explaining that, with a friend, he had made primitive animated cartoons in high school using paper cut-outs and an old home-movie camera, exposing one frame at a time.

When he entered college in 1972, interested in both physics and astronomy, "I had never heard of computers," he says.

A heavy dose of French in high school enabled him to complete the stiff language requirement at the University of Michigan, where he did his undergraduate work, in only one semester. If he had had to take three years of French in college, he muses, his life might be very different today. "There was this big hole in my schedule where everybody else was doing language requirements," he says. "I was wandering through the course catalogue and I saw a

Continued on Page A19

"I was wandering through the course catalogue and I saw a course on computer programming, and I thought, Hmm, I wonder what this is. So I signed up for it."



## NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

## COMPUTER PROGRAMS

**Anatomy.** "The Human Body: Structure and Function," for Apple Macintosh. Requires "HyperCard." Lets students explore human anatomical systems and functions. Includes diagrams of basic anatomy linked to labels and glossary cards. \$39; quantity discounts available. Contact: Intellimation, Department GPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

**Art.** "Flip Book," for Apple Macintosh. Requires "HyperCard." Introduces students to cel animation, in which they draw a background on one "page" followed by slightly altered images on a series of pages; the computer "flips" from page to page, creating the illusion of movement. Includes sample animations and digitized sound. \$36; quantity discounts available. Contact: Intellimation, Department GPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

**Biology.** "HyperFly Series," for Apple Macintosh. Requires "HyperCard." Two interactive laboratory simulations introduce students to genetics. "HyperFly" gives students 45 strains of fruit fly to cross; "HyperFly Advanced" illustrates production of offspring from crossing *Drosophila* using any of 45 mutant strains. \$69 for both; quantity discounts available. Contact: Intellimation, Department GPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

**Geography.** "PC-SEAPAK, Version 4.0," for IBM PC and compatibles. Interactive satellite data-analysis package lets researchers process and interpret data from the Nimbus-7 Coastal Zone Color Scanner and the NOAA advanced very-high-resolution radiometer. Includes 114 programs; \$450 for software; \$50 for documentation. Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602; (404) 542-3265.

**Utilities.** "Modem MacAccess," for

Apple Macintosh. Requires "HyperCard." Provides access to on-line library resources and electronic bulletin boards; includes word-processing mode and notepad; lets users send prepared files. \$39; quantity discounts available. Contact: Intellimation, Department GPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

**Utilities.** "Videodisc ShowMaker," for Apple Macintosh. Requires "HyperCard," videodisk player, and color monitor. Lets instructors catalogue and present images and video segments stored on a videodisk for multimedia presentations during classroom lectures; users can search by keyword, descriptive field data, and footnote field data; includes data base for the "National Gallery of Art" videodisk; \$32; quantity discounts available. Contact: Intellimation, Department GPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

## OPTICAL DISKS

**Environmental data bases.** "Women, Water, and Sanitation: Impacts on Health, Agriculture, and Environment," for CD-ROM players used with IBM PC and compatibles. Contains the full text of documents issued from 1979 to 1989 by 11 international development agencies, including the U.S. Agency for International Development, CARE, the World Health Organization, the World Bank, several United Nations agencies, and more; subjects range from agriculture and health practices to education and training of health workers; includes case studies of community-based development projects. \$320. Contact: National Information Services Corporation, 3100 St. Paul Street, Baltimore 21218; (301) 243-0797.

**Geology data bases.** "GeoArchive," for CD-ROM players used with IBM PC and compatibles. Contains 675,000 bibliographic records of geological books, conference proceedings, doctoral dissertations, reports, serials, and maps from 1974 to the present; includes economic geology, mineral and petroleum production and resources, energy sources, fossil fuels, hydrology, hydrogeology, geophysics, geochemistry, oceanology, and more; contains full text of *Creatures, Bibliography of Economic Geology, Geoscience Documentation, and Hydrology*; \$1,995; updated semi-annually. Contact: National Information Services Corporation, 3100 St. Paul Street, Baltimore 21218; (301) 243-0797.

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## Information Technology

## Using Computers to Animate Math and Physics

Continued From Page A17  
course on computer programming, and I thought, Hmm, I wonder what this is. So I signed up for it.

"Eventually I realized that you could use the computer to make animations of things based on physics principles. So this was all the interests that I had—physics, math and animation—together."

While computer-animation programs are common today, when Mr. Blinn first began his career in

**"These days you don't have to immerse yourself in a large bureaucratic organization to obtain the basic tools necessary to do your work."**

1978, shortly after graduating from the University of Utah with a doctorate in computer science, little software sitting on the shelf could be used to construct sophisticated cartoons on the computer. "Basically I had to do everything from scratch," he says. "We had to build everything—software, hardware—from the ground up."

## Big and Cantankerous

In those days, Mr. Blinn needed to work at a place like the Jet Propulsion Laboratory, which he joined after graduate school, because the computers required to do the work were big, cantankerous, and very expensive. A legion of people was required just to keep the big mainframes running. Today he uses a standard desktop computer based on the design developed by International Business Machines Corporation. "These days you don't have to immerse yourself in a large bureaucratic organization to obtain the basic tools necessary to do your work," he says. "The computer I'm working on today is so cheap that if it broke, we'd probably just throw it away and buy a new one."

Mr. Blinn still uses fundamental the same computer programs he developed nearly two decades ago when he first began creating animation on computers. They are written in FORTRAN, a relatively old and complicated computer language.

Mr. Blinn says he is doing some tinkering, translating his programs into another, more modern, language because of the improved capabilities of today's computer languages. He is clearly ambivalent, however. "At this point I'm so fluent in FORTRAN that I can put it up on the screen and see if there's any bugs in it just by looking at it," he says. "It's taken 20 years to develop this skill, and you don't throw that skill away casually. I'm not interested in leaving FORTRAN unless there's an incredibly good reason, not just a good reason."

Mr. Blinn does not physically "draw" his computer animations.

Rather, using commands typed on the computer's keyboard, he assembles various shapes on the screen. He might tell the machine to produce an oval, which then appears on the screen. He can then rotate the oval in any dimension, place it anywhere on the computer screen, attach other shapes to it, and fill in the object with colors. To animate the object, the computer creates a series of "frames," like stills from a movie, each slightly different from the last. When the computer displays the frames rapidly in a specific order, the objects on the screen appear to move smoothly.

Mr. Blinn has no explicit training in art, he says, "but both my parents are art teachers, so I guess I had a feel for it."

He thinks his animations have captured people's imaginations because they are both amusing and scientifically accurate. "Animation is good for showing three-dimensional-type things that are difficult to draw, and also for showing moving things."

In the past, his work has delivered to viewers three-dimensional representations of electrical fields, a simulation of what happens to particles in a linear accelerator, and strings of mathematical equations dancing a samba.

Programs like "The Mechanical Universe" series, he says, were able to speak to students in an intuitive way, showing them how things work without getting bogged down in mathematics. "You're pretty used to physics in a lot of basic motion in everyday life," he says. "You drive a car, you ride a bicycle, you know about force and motion very intuitively. But if you're talking about how atoms bounce around or how planets move in their orbits, you can't ever see those things. Animation is able to make images that you can study and just let percolate into your head."

## Rigorously Accurate

Other members of the teams that helped develop the various projects for which he has produced animated illustrations worked on the scripts for the programs and gave them to him with requests for animation. "They didn't have to explain the concepts to me," he says.

## Computer Uncovers Illegal Use of Telephones

The University of Maryland at College Park has developed a computer system to stop fraudulent use of telephone charge cards before calls are completed.

The system, which runs on an IBM desktop computer, flags calls that appear to be attempts by computer hackers to uncover authorization codes, says Jonathan R. Rood, director of the communications department.

## Codes Dialed at Random

Hackers can program their computers to dial codes at random until the telephone system accepts one as valid. When it finds a valid code, the computer signals the hacker.

"This system catches such an attempt very quickly," says Mr. Rood, by noticing several incomplete calls in quick succession from a single line, or repeated transmission of incorrect security codes.

Most science animation involves two types of people, he says, the expert and the animator. The expert tries to explain what is needed, with no clear grasp of the possibilities of animation, while the animator has at best a fuzzy understanding of the scientific principles that are supposed to be illustrated. "There's always this compromise," Mr. Blinn says.

His animations are rigorously accurate from a scientific perspective, although they have all the charm of a Bugs Bunny feature. Indeed, it is Mr. Blinn's sense of humor that differentiates his work from other, drier, educational efforts. Where else would a person on a skateboard zip past Albert Einstein? The quirky, fast-paced

**"The computer I'm working on today is so cheap that if it broke, we'd probably just throw it away and buy a new one."**

gags are integral to maintaining viewers' attention, he says. "These things aren't funny by accident."

For relaxation, Mr. Blinn plays the trombone, an instrument he took up in the seventh grade. "I play in the Caltech wind ensemble," he says. "But I don't practice enough, so I'm not incredibly good. But I'm able to stumble along and not make too big a fool of myself. Sometimes I think I do it to teach myself humility."

Playing an instrument with a group is different from everything else he does, Mr. Blinn says. "It's an entirely different thought process. The animation stuff is improvised. I play it back, and revise it. When you're playing with a group, when the beat comes, you have to play it then instead of thinking, well, maybe it would be better here."

"It's interesting to surrender control to the director," says the man who is famous for creating his own tiny universes. "Sometimes it's nice to just be a small cog in a machine."

The computer then alerts the university's voice-response system, which dials the number being used for the suspicious activity. "You pick up the phone, and a voice says, in a very pleasant way, 'We've noticed you may be having some difficulties with your telephone. Please contact our service desk,'" Mr. Rood says.

The voice response has been quite effective since it was activated in May, he says. "We've never had a repeat performance from a number that received that phone call," he says.

Mr. Rood won't say how much fraudulent telephone calls have cost his university in the past, but he says that colleges and universities typically lose from \$50,000 to \$100,000 a year due to illegal telephone use. "If you have telephones, you have fraud," he says.

—DAVID L. WILSON

The Learning Society:  
A Human Story

By Bernard R. Gifford, Ph.D.  
Apple Computer, Inc.



Anyone who has ever been a single parent—as I was for a time in the mid-1980s—will recognize elements of this scenario: I had gotten five-year-old Nelson fed and dressed (with the minor exception of a missing right shoe), and I was getting ready to fly to Washington, D.C., for a meeting of an advisory committee formed by Secretary of Education William Bennett, when the babysitter called to say that she was ill.

A taxi was supposed to arrive in ten minutes to take me to the airport, so I figured I'd have to cancel. But I couldn't quite get myself to make the call. I had a viewpoint that Secretary Bennett probably didn't hear every day, and I was eager to express it. And after all, I told myself, it wouldn't hurt the committee to see a child. So an hour later Nelson and I raced onto the plane, on our way to the U.S. Department of Education.

Nelson was better behaved than I was that day. He ate lunch with a minimum of spills and spills as the boring grown-ups around him dined on about educational policy. Bill Bennett marveled at his refinement. Diane Ravitch, who had known Nelson from infancy, joked that he'd obviously learned his manners from the babysitter.

Then, mercifully, one of Secretary Bennett's assistants took a long lunch break and invited Nelson on a trip to the Smithsonian. I picked him up there an hour later, and we explored the museum for the rest of the day. We enjoyed it so much that we stayed in Washington an extra day so we could go back to the museum.

That was the last time I'd spent much time at the Smithsonian. When I heard that the museum had mounted an extensive Information Age exhibit, five years in the making, I was happy to return.

"This is not a show about computers," said David Allison, the show's chief curator, as he walked me around the labyrinthine exhibit, "although we do have \$10 million worth of computer equipment running it."

I asked him how the show had evolved. "We began with a great collection of artifacts," David explained. "We had Morse's original telegraph. That's our starting point—the moment when information becomes electronic." He pointed to a showcase that housed an oddly elongated wooden contraption. "Morse was an artist," David explained, responding to my obvious surprise. "He made the first telegraph from a canvas stretcher."

David told me that the Smithsonian owned, or could borrow, a fascinating collection of information-processing artifacts—from the actual "red tape" used for decades to bind official documents, to the automated robotic equipment used today to assemble cars.

"We have ENIGMA," he continued, "the cipher machine used by the Germans to encode messages during World War II, and the complex processing machine the Allies used to break the code. We have the first integrated circuit designed by Jack Kilby in 1958. And we have one of the first Apple computers, which was built in a homemade wooden box in 1976. It's one of the exhibit's most valuable artifacts, by the way."

"Sounds like a show about computers," I remarked. "That's how it began," David said. "But we quickly realized that visitors wouldn't be moved by boxes of circuitry. They'd want to know about the interplay between people and technology. So everywhere you look in this exhibit, you see people. It's a human story."

The exhibit uses technology to humanize the story, inviting visitors to enter information about themselves into its computer network. A display about the 1890 U.S. census, for example, documents the era when our society began keeping systematic data about itself, using punch-card machines. I watched a young woman scan the bar code on the back of her exhibit guide, and then answer some simple questions about herself on the computer. She got back this profile of what her life might have been like a century ago: "You're not married yet, and you've been lucky enough to get a good clerical job. (Only about 4 percent of women have clerical jobs.) You work 50 hours a week to earn about \$5—about 60 percent of what men earn."

Next we stopped at an exhibit about the Social Security Administration, where in 1935, 5,000 people were put to work establishing records for 26 million Americans. "This exhibit shows one of our oldest data processors—an office," David commented. "It's a system of people and machines following procedures to process information."

Another bend in the exhibit brought us to the FBI's first fingerprint computer. It "read" my fingerprint by digitizing it and recording it electronically. Here the computer-human interface became literal, as body characteristics became electronic. The display raises important issues about technology and privacy.

At the exhibit's end, we stopped to retrieve a personalized computer printout that summarized the information I'd entered at various displays. As it printed, I wondered aloud what an Information Age exhibit would look like in the year 2020.

"I've wondered that, too," said David. "It might include a model of this show. After all, this exhibit is itself an artifact, reflecting today's assumptions about the evolving relationship between people and machines."

That future exhibit is the one my son Nelson will take his child to. I hope they'll invite me to join them.



The revolving door at the Education Department is moving once again.

Gerald R. Riso, the Deputy Assistant Secretary for student financial assistance, said last week that he would resign at the end of the month to go to the Department of Housing and Urban Development.

Mr. Riso said in an interview that he did not know what his duties or title at HUD would be.

Mr. Riso has served as the government's top student-aid official since Carolyn Reid-Wallace, Assistant Secretary for postsecondary education, appointed him in February. His predecessor, Michael J. Farrell, resigned in December after an eight-month tenure.

Ms. Reid-Wallace, in a prepared statement, praised Mr. Riso for "a fantastic job," and said the department already was talking with candidates for his position. "I'm confident that we'll be able to find someone equally capable to head the student-aid programs," she said.

Higher-education groups are opposed to bills in Congress that would require the federal government to balance its budget, but disagree on how to say that.

Sen. Paul Simon, Democrat of Illinois, and Rep. Charles W. Stenholm, Democrat of Texas, have sponsored bills that would amend the Constitution to require lawmakers to eliminate the deficit by fiscal 1998. The deficit for fiscal 1992 is approaching \$400-billion.

The bills must be approved by two-thirds of the House of Representatives, two-thirds of the Senate, and 38 of the states to become part of the Constitution.

Four college associations have issued a three-paragraph statement supporting tax increases and spending cuts to reduce the deficit, but opposing the massive cuts that could occur if the amendment were ratified. The four are the American Association of Community and Junior Colleges, the American Association of State Colleges and Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

Conspicuously absent from the group was the American Council on Education, the umbrella group that represents all of higher education. Charles B. Saunders, Jr., senior vice-president of the council, said the ACE opposed the legislation but had had some problems with the wording of the statement.

He said the council was concerned that a sentence calling on Congress and the President to develop a plan to cut the deficit could be interpreted as endorsing a "budget summit."

The last such summit, in 1990, resulted in a pact that has thwarted efforts to increase student aid and other college programs.

Mr. Stenholm's bill got 280 votes in the House last week, 10 fewer than the two-thirds needed.

## Government & Politics



### Big Gifts and 'Can Do' Attitude Mark Perot's Education Record

Millions for colleges and a push for school reform, but some question his priorities

By SCOTT JASCHIK

Would Ross Perot be a good President for American colleges?

Mr. Perot's platform is less concrete than those of President Bush and Arkansas Gov. Bill Clinton. But Texans who have watched Mr. Perot and his involvement with education say much can be gleaned from what the billionaire businessman has done without holding public office.

■ He has donated millions of dollars to universities to support "world class" research.

■ He led a state panel to reform Texas public schools and used his position to call for tougher standards, a de-emphasis of sports, and more parental involvement.

■ He has campaigned against budget cuts in Texas for public schools or colleges.

To many educators, his record indicates someone with an intuitive sense of the importance of good schools and colleges and the guts to point out their failings.

Others, however, say that Mr. Perot oversimplifies educational problems, that he does not have enough empathy for students who come from impoverished backgrounds, and that his philanthropic efforts, however commendable, do not give him the knowledge one needs to set education policy.

Mr. Perot is not yet answering specific questions about how he would handle particular issues on higher education and many other issues. His recent comments about education have generally emphasized his "can do" attitude.

For example, in March he told the National Press Club: "Let's stop having two-day summits with governors that don't amount to anything, and let's get down to blocking and tackling and fixing it now, because you don't have the benefits for 15 to 20 years."

#### Few Interviews on Higher Education

He also said: "We spend over \$400-billion on education, including colleges, yet we rank at the bottom of the industrialized world in terms of academic achievement."

Mr. Perot has, on a few occasions, given interviews about higher education. In 1985, he told the *Beaumont Enterprise*, a Texas newspaper, the following about public colleges in Texas: "Taxpayers are not getting their money's worth in higher education. We need schools that are really world-class colleges, not just places you send a guy to join a fraternity or your daughter to join a sorority and have four years of social life."

He added: "We don't need any playground for young adults at the expense of hard-working taxpayers. If it's worth having the taxpayers put money into it, then it's worth having our children come out to compete and win as adults because of the education they've got."

Mr. Perot's most famous foray into Texas politics was his 1984 push for a law re-

quiring high-school athletes to have passing grades if they wanted to play sports. He has carried that same philosophy over into higher education, saying that the 1987 athletic scandals at Southern Methodist University made Texas "a national joke."

In 1988, shortly after A. Kenneth Pye became president of SMU, with a charge of

#### "I don't care where you

come from, what color

you are or what race or

religion you are, what sex

you are. I'm interested

in what you can do."

cleaning up the athletics program and improving the institution's academic reputation, Mr. Perot gave the university an unrestricted \$1-million gift as a "vote of confidence."

#### Gifts to Texas Campuses

That gift pales beside a series of contributions that Mr. Perot made to campuses of the University of Texas in 1987 and 1988. The gifts included rare books purchased for \$15-million for the University of Texas at Austin; \$15-million for medical-research facilities at the University of Texas Health Science Center at San Antonio; and \$20-million to the University of Texas Southwestern Medical Center at Dallas to support research and education programs and to recruit new faculty members.

University officials say that Mr. Perot's main demand of them was that the pro-

grams he support be "world class." In at least one case, that nearly derailed the gift.

One part of the donation to the Southwestern Medical Center was for an M.D. Ph.D. program. Mr. Perot wanted the state to allow students from outside the state to be charged the low tuition rates paid by Texas students. That was necessary, he said, to attract the best students in the country, not just the best in Texas.

#### Described as a Model Philanthropist

When then-Gov. William P. Clements, a Republican, vetoed a bill to grant the waiver, the gift was nearly scuttled. Mr. Clements said the veto was an oversight and when the bill was passed a second time, he signed it, clearing the way for the gift.

Once Mr. Perot makes a gift, university officials say, he is a model philanthropist in that he makes sure the programs he supports are working well, but does not meddle. John P. Howe, III, president of the San Antonio campus, says: "First and foremost, he is interested in promoting the best of science."

Dr. Howe says that when Mr. Perot visits the campus, it is clear he has done advance reading on science issues because the discussions he has with researchers "go far beyond pleasantries."

Kern Wildenthal, president of the Southwestern Medical Center, says Mr. Perot has helped the university recruit faculty members by taking candidates to dinner. Dr. Wildenthal says that Mr. Perot, unlike many supporters of biomedical research, is not "disease oriented" in seeking to support only research related to a particular medical problem.

"We have talked a lot about the impor-

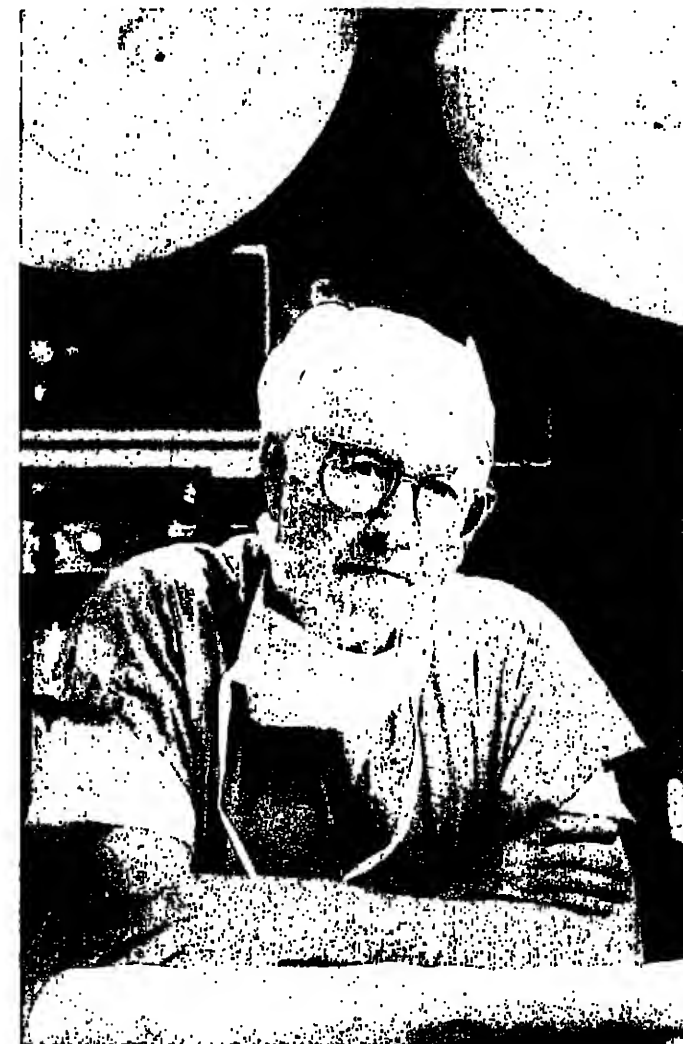
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Kern Wildenthal, president of the U. of Texas Southwestern Medical Center. "He is very committed to the concept of basic research."



Wilhelm R. Delco, chairwoman of Higher Education Committee in the Texas House of Representatives. It is easier to be a philanthropist than a government official.



Robert J. White of Case Western. He supports the bank plan but says there is little proof that transplanted tissue will provide treatments.



D. Eugene Redmond, Jr., of the Yale Neural Transplant Center. "Some feel it is so ridiculous, it would be a waste of time to participate."

### As NIH Acts on Bush's Order to Set Up Fetal-Tissue Banks, Even Some Researchers Backing His Plan Question Its Value

By STEPHEN BURD

WASHINGTON

The National Institutes of Health moved last week to set up federal banks for fetal tissue from ectopic pregnancies and miscarriages. But researchers, including some who support the idea, say that many questions remain about whether the tissue gathered will be of any use to science.

Acting on an order from President Bush, the NIH last week announced a new \$3-million grant program for research institutions to run the tissue banks. The NIH will hand out six grants to as many as 24 institutions working together to collect the tissue.

#### Collecting and Testing

A spokeswoman for the National Institute of Child Health and Human Development said that scientists at the institutions would develop a method for collecting the tissue and conduct tests to make sure it is free of chromosomal defects and viral and bacterial infection. They would also test methods of preserving the tissue and establish a distribution system for supplying the tissue to scientists.

Awards will be announced soon after the institute's advisory council sifts through the applications in mid-September. The NIH will assess the usefulness of the bank a year after the program begins and report to Congress.

The White House announced its plan while Congress was considering a bill that would overturn the Administration's ban

on federal support of research involving the transplantation of fetal tissue from induced abortions.

Proponents of the bill, including many biomedical researchers, say that transplantation of tissue from abortions could be important in developing treatments for a variety of afflictions, including Alzheimer's disease, juvenile diabetes, and Parkinson's disease. But President Bush has vowed to veto the bill, arguing that the research would encourage more women to seek abortions.

#### Override Considered Unlikely

While lawmakers passed the legislation to overturn the President's ban, they probably will not be able to override a Presidential veto, so scientists are scrutinizing closer the Administration fetal-tissue plan.

The President said that plan would allow the research to go on without encouraging women to have abortions.

Researchers at universities that have already set up their own fetal-tissue banks using private funds and those doing limited, permissible research with federal funds have argued strongly in support of lifting the ban and have opposed the idea of a bank limited to tissue from ectopic pregnancies and miscarriages. They say this tissue is extremely difficult to procure, is often genetically abnormal or is susceptible to viral or bacterial infections and ultimately may not be useful for transplantation.

Thomas H. Shepard, a professor of pediatrics at the University of Washington and

former director of a fetal-tissue bank there, said finding viable tissue from miscarriages and ectopic pregnancies for transplantation research was next to impossible.

"In the last two years, I have found only the tail-end of one embryo," said Dr. Shepard. "And I consider myself a world-class embryo finder. Someone just learning to look is going to have a lot of trouble finding anything."

He also said that the mechanics of collecting and distributing the tissue would be "Continued on Following Page

### California Colleges Brace for Big Cuts in State Financing

Extensive damage to education is predicted; layoffs begin

By SALMA ABDELNOUR

With California's budget in a free fall, the state's public colleges are bracing for cuts of from 17 to 33 per cent in their funds for the 1992-93 academic year.

College officials warn that the cuts will seriously hurt the education received by the 1.5 million people—11 per cent of all American college students—who attend California public colleges.

Even with the final outcome of the budget uncertain, program cuts and faculty layoffs have started. Last week the 20-campus California State University System sent layoff notices to 1,345 faculty members, of whom 340 are tenured or on the tenure track. Some of the university's 850 management and support staff members who will be laid off received notices as well.

#### Worst Condition Since 1930's

The problems were brought on by the recession, which has left the state in the worst economic condition it has faced since the 1930's. The most recent figures place its deficit at \$11-billion.

In January, Gov. Pete Wilson proposed an 8-per-cent cut for higher education. But as the budget picture has deteriorated, that proposal seems small compared with the reductions now expected.

College officials are encouraging the state to re-examine its budget priorities and to cut other state programs so that cuts to education could be minimized. But that is difficult to do because most state programs have mandatory financing formulas and so cannot be cut.

The California State University System is expected to face the most serious problems under the new budget. The system receives 95 per cent of its funds from the state.

In the past academic year, the system

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### In Bow to Congress, Alexander Delays Issuing Final Guidelines on Minority Scholarships

WASHINGTON

Education Secretary Lamar Alexander agreed last week to delay issuing final guidelines on minority scholarships until the General Accounting Office has studied the issue.

Secretary Alexander acted on the request of members of Congress who fear that, in most cases, his guidelines would bar colleges from offering scholarships that are restricted to students from certain racial or ethnic groups.

Mr. Alexander issued draft guidelines in December that would have done just that. At the time, he said final guidelines would be issued sometime after a public-comment period ended in March. The members of Congress who asked for a delay said the Education Department did not understand the extent and importance of minority

scholarships. They praised last week's announcement.

Conservative groups, which have urged the department to take a hard line on minority scholarships, criticized the delay. They said that minority scholarships violate federal anti-bias laws and that Mr. Alexander must take steps to stop them.

The controversy over minority scholarships has been raging since December 1990, when Michael L. Williams, Assistant Secretary of Education for civil rights, said they were generally illegal. When Mr. Alexander became Education Secretary in 1991, he promised to conduct a thorough review of the legal questions and then to issue new guidelines for colleges to evaluate the legality of their programs.

Sen. Paul Simon, an Illinois Democrat

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# Alexander Would Deny Pell Grants to Students to Pay Off Program's Deficit

By THOMAS J. DeLOUGHRY  
WASHINGTON

Education Secretary Lamar Alexander has urged Congress to pay for a \$1.4-billion shortage in the Pell Grant program by tightening the eligibility rules and eliminating grants for at least 374,000 students.

It appeared last week that Congress would reject several of Mr. Alexander's ideas.

Government officials disclosed the Pell Grant shortage last month. They said they expected 4 million students to receive Pell Grants in the 1991-92 academic year and 4.25 million in 1992-93. Their previous estimates had been 3.7 million and 3.8 million for the two years, respectively.

The news came as Congress began work on spending bills for fiscal 1993. Lawmakers had hoped to increase Pell Grants above the present level of \$2,400, for the 1993-94 academic year, but the shortage has dimmed those hopes and left policy makers scrambling for funds.

## Letter to Lawmakers

In a letter to lawmakers, Secretary Alexander called on Congress to pay for the deficit by adopting several cost-cutting measures that President Bush announced in January in his budget request for fiscal 1993. He asked Congress to:

- Tighten the definition of "independent" students so that fewer people can get large grants by claiming to be financially independent of their parents.

- Require colleges to make prorated refunds to the government for unused portions of Pell Grants when students drop out.

- Allow the Education Department to require colleges to verify the accuracy of more than 30 per cent of their aid applications.

- Drop the maximum allowable default rate in the student-loan programs from 35 per cent to 25 per cent and cut off Pell Grants, as well as loans, from the institutions that exceed the rate for three consecutive years.

In January the Administration asked Congress to pay for an expected shortage of \$332-million in the Pell Grant program and requested that lawmakers also increase the largest grants to \$3,700 in 1993-94 from the current maximum of \$2,400. The White House said its plan would cost \$1.2-billion more than the \$5.5-billion appropriated in 1992, and should be financed by adding some new money, tightening eligibility rules, and reducing or eliminating other student-aid programs.

## Changes in 'Needs Analysis'

Noting the recent discovery of the larger shortage, Secretary Alexander recommended in his letter that Congress hold the maximum grant at \$2,400 for the 1993-94 academic year. He suggested that lawmakers use \$805-million in savings from the four eligibility changes to pay for the shortage.

The remaining \$406-million of the deficit, the Secretary said, should be paid off in fiscal 1994 with changes in the "needs analysis" system that the government uses to determine who is eligible



David Mertes: "These are innocent students who haven't done anything wrong."



Selena Dong: "It's just ridiculous. All of this is just games."

for aid. Mr. Alexander said the savings could be achieved and still leave enough money to raise the maximum Pell Grant to \$3,300 for the 1994-95 academic year.

The House and Senate appropriations subcommittees responsible for financing the Education Department were reviewing the letter last week. They are not likely to adopt all the measures, since both houses have rejected at least two of the ideas during consideration of bills to reauthorize the Higher Education Act.

## Conferees to Decide

The two that have enjoyed some support are the prorated refunds and the cutoff of grants to institutions that are ineligible for loans. Both were included in the House reauthorization bill, but not in the Senate legislation. A final decision on them will be made in a conference of Representatives and Senators that got under way last week.

Mr. Alexander's letter did not say how many students would lose grants under his proposals, but an Education Department official said 4 million would receive grants in 1993-94—a reduction of 374,000 below projected totals.

Student leaders reacted angrily to the strategy of ejecting some students from the grant program to pay for others. "It's just ridiculous," said Selena Dong, legislative director of the United States Student Association. "All of this is just games."

Making it harder for students to qualify for aid as "independent" would penalize many who are struggling to pay for college, she said. The Administration, though, has argued that the current definition is too loose and has allowed many middle-income students supported by their parents to claim they are independent and needy.

The proposal says that unmarried students must be 26, rather than 24, to qualify automatically as independent. It says that those who don't meet the requirement must have at least \$6,000 a year in

earnings, which is stricter than the current requirement of \$4,000 in income, gifts, and student aid.

Ms. Dong noted that President Bush had proposed last month to use the savings from a change in the independent-student definition to provide loans to students who attend college less than half-time.

"You can't do both," Ms. Dong said.

David Mertes, chancellor of the California Community Colleges, faulted the Administration for proposing to deny Pell Grants to institutions whose former students have defaulted on student loans. The measure could end grants to

## Amid Skepticism, NIH Begins Bush's Fetal-Tissue Program

Continued From Preceding Page

lecting the tissue from those sources were much more difficult than collecting tissue from abortion clinics. "You've got to get cooperation from everyone up and down the line—the obstetrician, the mother, the nurse in the emergency room, and the doctor's office, and then all of the various people who work in these places have to call you in at the right time," he said.

## Difficult to Obtain

Scientists at Yale University's tissue bank considered trying to collect tissue that did not come from abortions, but after some study ruled it out as unfeasible. Said D. Eugene Redmond, Jr., director of the Yale Neural Transplant Center: "Knowing the tissue has little value and realizing how much it would cost to have a five-man team on call 24 hours a day to collect the limited samples, we decided it just didn't make any sense for us to pursue it."

Even some researchers who support the Bush plan acknowledge that tissue that is not from abortions will be difficult to obtain and may not be useful. But they say that ethical and moral concerns about using tissue from fetuses from induced abortions far outweigh practical concerns.

"It may be a lot easier logistically to get viable cells from an induced abortion," said D. Alan Shewmon, an associate clinical professor of pediatric neurology at the University of California at Los Angeles Medical Center. "But this

approach is a lot better than people scavenging around the back hallways of abortion centers."

Dr. Redmond of Yale said tissue from those sources might not be useful at all to patients of Alzheimer's and Parkinson's disease. He noted that researchers needed living brain cells from fetal tissue for transplantation. In miscarriages, he said fetuses generally die while still in their mothers' uteruses, and tissue from those fetuses would be unusable because it would have been dead for a long period of time.

As for other miscarriages, the fetus would technically be alive, so researchers would have to kill it to obtain viable tissue, he said, posing more serious ethical questions than using tissue from induced abortions.

## 'It's Been Overblown'

A proponent of the Bush fetal-tissue bank, Robert J. White, a professor of neurosurgery at Case Western University Medical Center, said Dr. Redmond might be correct in saying that the neural tissue from miscarriages and ectopic pregnancies may not be useful. But Dr. White added that there had been little evidence to prove that transplanting fetal tissue into the brains of Parkinson's patients would provide treatments and cures. "I think it's been overblown as it relates to treatment of neurological conditions," he said.

He said a more promising development from the banks being set up is the possibility of creating self-

replicating fetal-cell lines, which are frequently used for testing drugs, vaccines, and therapies.

Others supporting the fetal-tissue bank, like Maria Michejda, associate research professor at the Internal Center for Interdisciplinary Studies of Immunology at Georgetown University Medical Center, however, do think that the tissue from those sources hold the same "great promise" as tissue from induced abortions.

Opponents of the fetal-tissue bank say that despite their opposition, they may still apply for the NIH grants to set up the bank. Dr. Shepard said his institution would probably apply for the grant because researchers there have the expertise to look for the tissue.

Scientists at Yale University are debating whether to apply. Said Dr. Redmond: "Some feel it is so ridiculous, it would be a waste of time to participate. But others argue that we are among the best places to evaluate the feasibility of the tissue."

He added that Yale would insist on continuing to conduct transplants with tissue from induced abortions that had been paid for with private funds.

## Government & Politics

42,000 students who attend the 41 California community colleges that have default rates above 25 per cent, he said. Those campuses account for 5,000 student loans each year.

"These are innocent students who have not done anything wrong," Mr. Mertes said. "The Pell Grant is the vehicle that's going to move people from lower socioeconomic backgrounds to higher education," he added.

College officials said they also opposed the proposals for prorated refunds. They said that requiring the refunds—even when students drop out too late in the semester to be replaced—would be unfair to colleges.

The suggestion that the Education Department could save \$187 million by requiring aid officers to review more than 30 per cent of aid applications was also unpopular among campus administrators. They said it would create work for them without guaranteeing any savings.

Brian K. Fitzgerald, staff director of Congress's Advisory Committee on Student Financial Assistance, said the only way to save so much money would be to have aid administrators thoroughly investigate 100 per cent of the applicants. Many of the searches would not be fruitful, he said, because some of the most important pieces of data—like the number of an applicant's siblings enrolled in college—are often impossible to verify.



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# Section 2

June 17, 1992

## A 'Factory' for Scholarly Journals

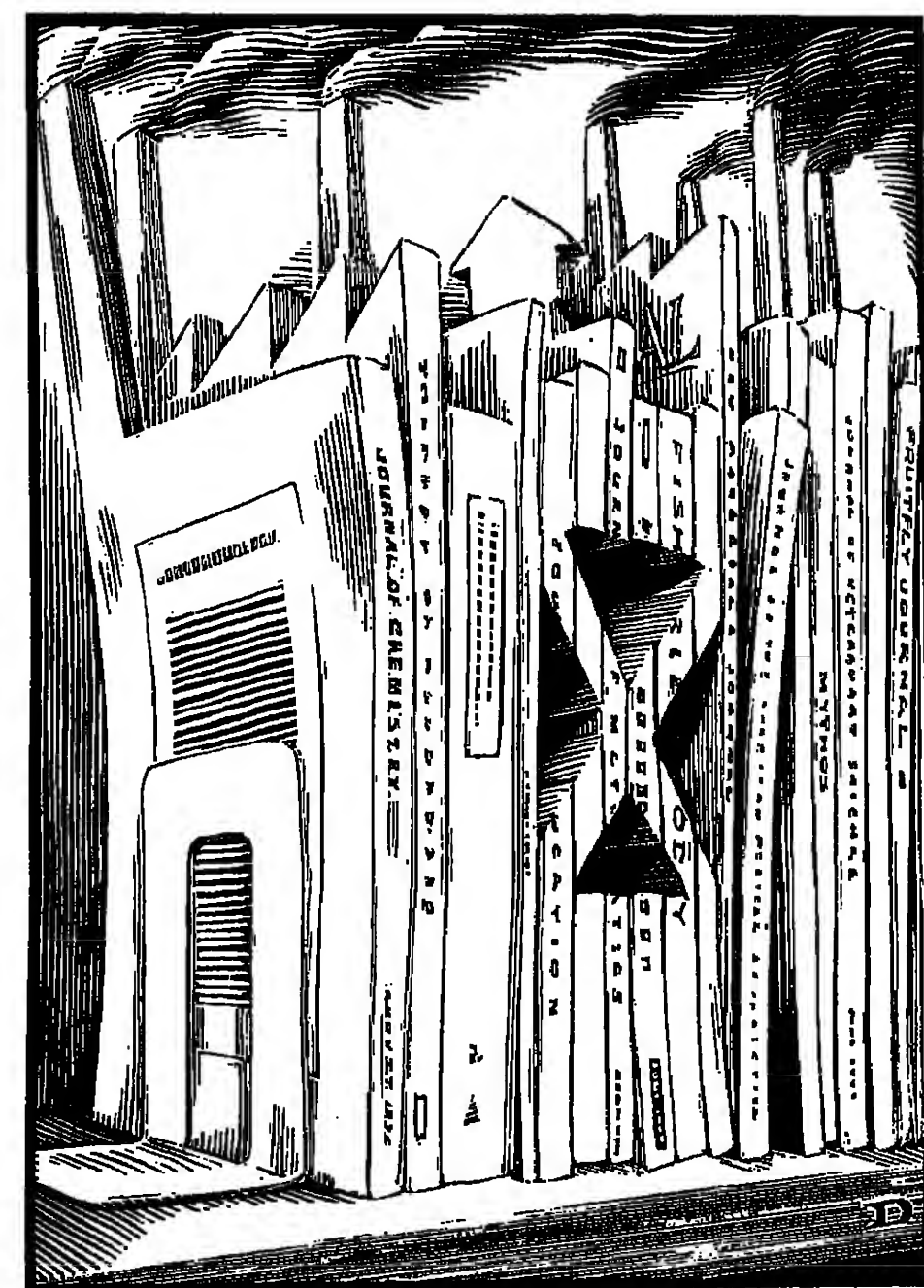
Joint venture could cut costs and lead into the electronic era

By Richard M. Dougherty

IN A 1989 Point of View article in *The Chronicle*, I urged universities to become more active as publishers of the research produced by their faculty members. By doing this, I suggested, they could regain control of university-produced research, hold in trust the copyrights on research published by scholars, make top-quality studies available through university networks, and insure that information was available at affordable prices. Since that article appeared, more individuals and groups have begun discussing such options, but few, if any, are doing anything concrete.

That is probably because we are not sure what to do next. The high visibility of computers and electronic networks leads many to hope that the era of electronic publications is just over the horizon. But, in truth, we will probably have to struggle with the existing publishing system for another decade or more.

And the cost pressures in that system are not abating. A small but influential group of commercial publishers continues to hike subscription prices substantially for their journals every year. And in fiscal 1991-92, the subscription rates charged by some scholarly societies and associations reflect big-time price increases (e.g., the American Chemical Society increased the price of its periodicals an average of 19.6 per cent, the American Medical Association



arrangements are only "finger in the dike" solutions.

Beyond increasing libraries' budgets for periodicals, academic administrators have done little to change the existing publishing system. Those who are taking no action because they fervently hope that a technological fix is near at hand should consider

■ The general reluctance of researchers and scholars to accept electronic data as acceptable substitutes for the printed record.

■ The lack of workable licensing arrangements to cover distribution and access to electronic products. Publishers have not agreed on formulas for calculating royalties and methods for collecting them when publications are called up on electronic networks.

■ The need to resolve concerns about protection of intellectual property, privacy of communication, and safeguards to insure the integrity of data. Reported breaches of the privacy of electronic communication are becoming routine. Researchers also are worried that data in electronic formats could be altered without the authors or readers knowing that tampering had occurred. While it is true that encryption might ameliorate that concern, such safeguards are not yet widely available.

Perhaps most important, we need to decide who is going to pay for setting up electronic-publishing systems. (Electronic publishing is still most notable for being a splendid way for a publisher to spend a lot of money quickly.)

Since we are years away from an era in

OPINION

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## THE ROAD TO GRADUATE SCHOOL

## Escaping From Cold-War Detroit: the Origins of an Academic Life

By Joel J. Gold

A FEW MONTHS AGO, as I turned south on the four-lane highway that runs between Indianapolis and Bloomington, Ind., I recalled the first time I made this trip—midsummer 1958. Escaping from Detroit in those cold-war days, I was relieved to be trading the prime-target Motor City for the backwaters of Monroe County and my first year of graduate school.

Once in Bloomington, I had quickly become immersed in the English program at Indiana University, stumbling through courses on bibliography and research methods, reading all of Boswell's journals, and editing a sonnet for a Milton seminar. ("Not bad, Mr. Gold. Outside of half-a-dozen textual errors in 14 lines, this is a pretty good job.")

I was soon too absorbed in my studies to worry about The Bomb. Besides, who would drop bombs on Monroe County? By the time I spotted on my state map a large area labeled "Crane Naval Ammunition Depot" within striking distance—literally—of downtown Bloomington, I had achieved a cool Augustan balance with just a dollop of Dr. Pangloss: This was the best of all possible worlds.

At the time I began my graduate studies, I had no clear idea what my life would be like. As an undergraduate at the University of Missouri, I had coned the dean into accepting an enterprising program—a soci-

ology major with a concentration in creative writing—as legitimate. The pseudo-logic I had sprinkled on that noddling administrator allowed me to enroll in all the neat sociology courses like Criminology, Race Relations, and Social Disorganization, while avoiding the killers like Statistics and Methods.

By the same token, I managed to take twice as many English courses as sociology courses but to escape the Cavalier Poets

only just avoided auditioning for a job that would have required me to dress as an overalled bumpkin and, a stink of huy between my teeth, read the Sunday funny papers on a Jefferson City television station.

Instead, I wound up writing copy for a Detroit advertising agency. Two years of squeezing words into small spaces were followed by one as a detail man for a pharmaceutical company, calling on physicians

within a three mile radius of downtown Detroit. He would have preferred me to display an intimate knowledge of doctors and drug stores in the area. Clearly, he was not a sociology major with a creative bent.

When I found that I was spending my free time reading the complete works of Thomas Hardy and my business hours slipping into graduate English courses at Wayne State, I decided to go back to school. A generous sociology professor in Missouri was willing to recommend me for a Woodrow Wilson Fellowship even if I went into English. (Or maybe it was "only if." I forget.) Since the national director of the Woodrow Wilson program was in Ann Arbor, he invited me to drive over from Detroit for an interview.

On the way, I tried to recall everything I could from my English classes. Unfortunately, five or six lines in iambic pentameter extolling the exploits of the Mountain Men were unlikely to clinch a free academic ride. I arrived in Ann Arbor mildly catatonic. Efforts by the national chairman and an affable professor of German to put me at ease had exactly the opposite effect.

"Who is your favorite author?" the chairman asked. I was pretty sure "John Neihardt" was not the right answer, although it would at least have allowed for some kind of response from them. For the life of me, I could not think of any other author, living or dead, American, English, Russian, or Icelandic. Eventually, those gentle men guided me to what magazines I read. When I mentioned *The Saturday Review*, the chairman asked about a recent piece by John Guitli. "How does a Poem Mean?" which I had read and could remember, and the road to graduate school smoothed out before me. (Later I decided that they must have made up their minds in advance: I wouldn't have accepted such a klutz.)

IN A CROWDED Volkswagen beetle, my wife and I and our year-old daughter moved to Bloomington, with its surrounding limestone quarries and old-fashioned central square where the county courthouse still stands. After the hustle and bustle of Detroit, we settled comfortably into the quieter life in Bloomington. We liked the cluttered store near the old Von Lee Theater where you could buy the Sunday *New York Times* late Sunday afternoon and gossip with other graduate students and professors picking up their newspapers. We made occasional stops at Piggy's Liquor Store, with its large pink pig hanging in front.

The English Department at Indiana offered a full range of professorial types, from the quiet and retiring to the prima donnas. I think the fact that I didn't have to sell any of them on the virtues of Acromycin or Stresscups made me comfortable in their classrooms. I rather enjoyed the terribly shy fellow who would never look directly at students. He would stare at the wall, the door, the ceiling, anywhere, to avoid us. I cherished the Augustan scholar who thought for a moment when another graduate student and I, sipping beers with him in a campus hangout, asked what we might call him. "I think," he said, with only a hint of irony, "Your Eminence" has a nice ring to it."

A few of the professors bored me. One kindly, harmless soul used to read to us in a



DRAWINGS BY VIVIAN SLUIT HANSEN FOR THE CHRONICLE

and Eighteenth Century Prose and Poetry. Instead, I sat at the feet of John Neihardt, poet laureate of Nebraska, as he read his epic poem about Jedediah Smith and the other Mountain Men. And I wrote a lot of bad short stories for credit—academic, not literary.

After I had completed what could only facetiously be termed my "undergraduate education," I applied for several jobs for which I was spectacularly unqualified. I

in the area around Wayne State University and urging them to prescribe "my" drugs for their patients.

On wintry days I used to shiver in my parked car instead of making my daily sales visits. My fiction writing, never very good at Missouri, grew markedly better as I conjured up imaginary visits to doctors. My company's regional manager, who arrived one day to make the rounds with me, was not sufficiently impressed by my inti-

## MÉLANGE: COMMENCEMENTS 1992

## Fostering Grown-Up Citizens; the Danger of Indifference; Learning From Our Cities; Loving Students as Learners

ONE OF THE THINGS you can do is to vote. If any of you complains about your government and you don't vote, you deserve what you get.

Another thing you can do is be a grown-up citizen. When I say a grown-up, I don't mean anything that has to do with your age. . . . But if we don't want our national debate to be dominated by questions as unimportant as who was unfaithful to his wife and who wasn't, then we have to disregard those questions and move on from there. And if we don't want a puff on a joint of marijuana to determine who will be our leader, then we shouldn't pay attention to that either, and move on from there. We have to demand from the press that they tell us more about the positions of our candidates and less about their peccadilloes. I promise you that in the last analysts we will give you what you want, and if you insist on good coverage, you'll get good coverage. If you insist on happy talk, you'll get happy talk.

—Nina Totenberg, legal-affairs correspondent for National Public Radio, at State University of New York at Stony Brook

WHY ARE PEOPLE indifferent? Don't people understand that indifference is probably the worst plague that exists in life? It is worse than despair. Despair is a beginning. Despair can inspire you to create great works of art,

music, literature, philosophy, theology. Despair evokes compassion, but indifference is the end. There is nothing beyond. . . .

What is education, what is life, what is friendship, what is love, what is beauty, what is joy, if not our own impulse, our own pulsation, our own protest against an indifferent society, against an indifferent world that you now are called upon to conquer, not with violence, but with words; not with cruelty, but with compassion; and surely not with hatred, but with a sense of exultation.

—Elle Wiesel, writer, at Susquehanna University

AMERICA'S CITIES are the great integrators of our people, of the new immigrant from Laos, Haiti, or Nicaragua along with the old immigrant from Poland or Italy, Ireland or England. Cities bring us together and teach us new ideas and new possibilities. They teach us to live with one another; they permit us to see close up what we all share of the human condition, of its virtues, its vices, and its variable genius for everything from baking to poetry. . . .

We seem as a nation to have fallen into cynicism and apathy; drift seems our only response to what ails us. On our urban frontiers we give way to a greater and greater divide between those who can make choices in their lives and those who cannot. In this direction lies an American South Africa,

separated out into camps: To one side, the prosperous and choosing; to the other, those for whom there is no chance of prosperity and little to choose from. Our cities in this bleak vision will be the Sowetos of our South Africa: segregated, impoverished, disordered, and without much hope. . . .

This need not happen; we have it in our power to stop it, you and I. . . . I charge you, then, with the care of our cities and of their citizens. Athens, said Thucydides, was the teacher of Greece. Our cities, too, teach the glory and promise of America. In forsaking them we forsake the hope of our democracy.

—Tom Gerety, president of Trinity College (Conn.), at the college

LOVE OF LEARNING is a phrase that slips easily off the tongue. It is harder to recognize the love that faculty bear for students when as teachers they struggle, year after year, to teach well, to grow with their field, to care even when students are sometimes indifferent.

In the final analysis, however, when a student knows that she or he is deeply valued, cared for, and yes, loved as a learner, then, and maybe only then, can a student become liberally educated.

—Paula P. Brownlee, president of the Association of American Colleges, at the University of Rochester

## OPINION

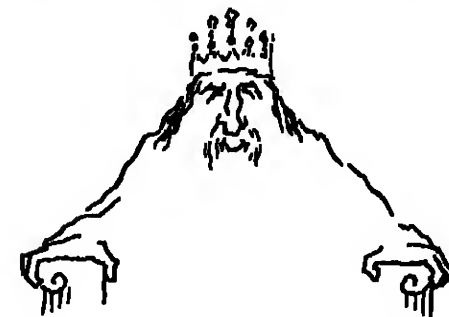
## OPINION

sonorous voice line after line of Romantic poetry. He even required us to memorize long patches of "Tintern Abbey." Many a morning did I nick myself shaving when, glancing at the text, I explained to the bloody, soapy face in the mirror how I had learned "to look on nature, not as in the hour of thoughtless youth." I recalled him some years later when the department invited Ph.D.'s "at least five years beyond the doctorate" to nominate the best teachers they had encountered.

I dutifully sent off my list—the shy one, "His Eminence," and a few others who had really pushed me. We were also encouraged, if we wished, to note the worst teachers (to be kept confidential, of course). Such a hit list seemed unfair revenge, and I ignored the request. But I figured that anyone who made you memorize Romantic poetry would figure prominently. When the department named the professors most often cited as the best, I was not surprised to find most of my choices among them. But what startled me—and probably provided a much-needed prod of humility in that hour of thoughtless youth—was the appearance on the "10 best" list of the top name in my worst-professor category.

I suppose every English department boasts of a legendary annotator of student papers. At Indiana it was an unworldly Spenserian who would fill the margins of your essays on *The Faerie Queene* with long disquisitions in the most garish shade of red ink imaginable. You might eventually discover an A- at the end, but the shock of seeing blood on every page left indelible scars.

We knew that he scrutinized our footnote references—went back to the originals, checked all the books and articles from which we had quoted, and marked even a misplaced comma or a missing letter. It was accepted as gospel among the graduate students that he went after sources you had found on microfilm, threading the film himself and winding away until he located your quotation.



Whereupon he could almost always show that you had been in Errou's Den. A little red squiggle would remind you that it was not only the Redcrosse Knight who needed to be careful. Mind you, nobody I knew at Indiana had found such a squiggle beside a quotation taken from microfilm material, but everyone knew somebody who had.

We revered this professor. Even when he appeared every year at the department picnic dressed, not like all the other faculty members in slacks and sweater, but rather in the same blue suit and tie he wore to class every day, he merely entered more deeply into our mythic consciousness.

My Milton professor, an executive secretary of the Modern Language Association, used to offer 50 cents for any error we found in our anthology, one edited by a fellow Miltonist at another Big Ten university. The scuttlebutt among graduate students was that our professor would collect these examples and then

bundle them off to the editor accompanied by a pleasant little note, along the lines, I assumed, of my own little "Outside of half-a-dozen textual errors . . ." critique.

In my final semester, racing to finish my



dissertation, I spent most of my waking hours in my office analyzing Samuel Johnson's translation from the French of the travels of Father Jerónimo Lobo, a Portuguese Jesuit, in Abyssinia.

One afternoon, hunched over my old manual typewriter, I sensed a presence in the doorway. Someone was staring at me. I finished the sentence I was composing before I looked up. There, watching me with a benevolent smile on his face, was my

beaming at me. "Just carry on as you were."

Anyone who has ever been a student will realize how impossible such an instruction was. I was paralyzed. "Is something wrong, sir?"

"No," he said, coming slowly out of his reverie. "I was just thinking that even though you don't know it, these are the happiest years of your academic life." He paused benignly, pleased with his pronouncement.

"Yes, sir," I said and turned back to Father Lobo. My visitor stood in the doorway a little longer, sighed, and repaired to his own office next door, there to do Lord knows what in his long-fallen state.

He was wrong, of course. My academic life got better and better. But then he'd never spent a cold afternoon in a Detroit parking lot concocting a list of imaginary doctors.

Joel J. Gold is professor of English at the University of Kansas.

## Creating a 'Universal Journal Factory' for Scholarly Publishing

Continued From Page B1

which electronic journals serve as the bulwark of the scientific/scholarly communication system, what we need now is a short-term strategy, a bridge between the libraries of today and the electronic campus-information systems of the future. I believe that universities can play an active role in such a transition by banding together to organize and operate a non-profit corporation whose principal mission would be publishing and distributing scholarly journals in printed form. For lack of a more felicitous term, I think of this venture as the "Universal Journal Factory." The venture could consist of either one corporation for journals in all fields or different groupings of institutions for journals in different fields of research. At this point the structure is less important than the concept of more aggressive university intervention.

Such collaboration is not unprecedented; universities have worked together for years through consortia organized by the National Science Foundation—the NSFNET, for example. Moreover, the climate for entrepreneurship in and among universities has grown as they have formed non-traditional partnerships with private industry and state economic-development agencies. And universities are blessed with talented people who have the business smarts to assist universities in becoming publishers and distributors of information.

How would the Journal Factory work? First, it would be organized to insure the tradition of rigorous vetting of research through peer review, and its publications would be produced and marketed so as to take their rightful position among the ranks of prestigious journals. The new journals would not be the 1990's version of the minor-league departmental publications of previous decades. The Factory would be committed to efficiency but also would adhere to the high standards of traditional scholarly publishing.

THE CORPORATION's publishing operations would embrace a variety of disciplines. The finished journals would be sold to the traditional markets: libraries, laboratories, and individual subscribers, but at reasonable prices. The corporation's financial plan would be structured so that after the initial start-up investments, the operations would become economically self-sustaining.

During the initial stages, the Journal

Factory would function very much like traditional journal publishers. Its products would be printed journals. But the Factory would be building the capacity, by also storing the printed information electronically, to produce and distribute products in an electronic format—when the conditions exist that justify the expense. For example, researchers in a subfield of biogenetics might decide to forgo some print publications in favor of electronically formatted ones once they were linked in a computer network and had agreed to accept electronically vetted information as the official basis for academic rewards. Of course, the funds necessary to pay the extra cost of having information available in an electronic format would have to be available.

ON THE OTHER HAND, architects might find the use of electronic products undesirable, aesthetically and economically, because it is more expensive to reproduce pictures, blueprints, and drawings electronically; therefore, electronic journals in that field may not become viable until the next decade. Most important, the Factory would design its operations so that the conditions necessary to insure high-quality products and economic viability were in place before taking the "electronic plunge."

True, the Journal Factory would be an ambitious undertaking. Universities themselves would have to help promote the idea, encouraging their researchers and faculty members to work with this new publishing venture as authors, editors, and readers.

One obvious and central question is: Who would pay for the Journal Factory, particularly during this recessionary period? Nothing is going to happen unless the stakeholders, universities as well as the federal agencies that support research—the NSF, the National Institutes of Health, and the Department of Energy—step forward with their checkbooks. We are talking about a multimillion-dollar investment, but if enough institutions participate, the per-institution contribution would be reduced; moreover, the contribution could be spread over the initial start-up years. I believe the major research players might agree to participate because they realize that the present publishing and communication system, although it has served us well for a long time, is no longer working in our best interests.

The Journal Factory might produce

many benefits, some short-term and concrete, others long-term and hard to quantify. The Factory would:

- Create more price discipline in commercial publishing by creating non-profit competition.

- Increase the purchasing power of existing library budgets by charging more reasonable prices for its publications.

- Enable a university to hold in trust literary property rights, to help insure affordable access to electronic information when it is distributed via networks.

- Facilitate stronger alliances among campus units, such as libraries, university presses, and computing centers, that are directly involved with the production and dissemination of information, thus contributing to the creation of a new information infrastructure.

- Provide an interim strategy allowing universities to carry on traditional scholarly communication until electronic publishing is firmly in place.

- Insure that electronic products—i.e., single copies of articles retrieved from electronic data bases, electronically produced and distributed pre-prints, or electronic abstracts—are made available as soon as reasonably priced technology and the demand for such products materialize.

- Promote greater consistency of electronic products, i.e., wider acceptance and use of standards, which some publishers are beginning to adopt when typographically encoding manuscripts.

The existence of a university-owned Journal Factory would enable universities to regain control of scholarly communication, over which they now have too little control. The Factory might not be permanent; it might only serve as a transitional bridge into the era of electronic (digitized) libraries. But we need immediate relief from escalating journal prices, and we need an organization that will help universities better control their contributions to scientific, technical, and humanistic information in a variety of formats. While we have the expertise, and we can find the money if we really desire change, the question remains: Do we have the will to seize the opportunity?

Richard M. Dougherty is professor of information and library studies at the University of Michigan and formerly was director of the university libraries.



## LETTERS TO THE EDITOR

## The Tensions Between Teaching and Scholarship

**TO THE EDITOR:**  
I strongly disagree with Bryan Barnett's premise that "Teaching and Research are Inescapably Incompatible" (Point of View, June 3). His commentary unfortunately contributes to the perpetuation of two of higher education's most enduring myths. Both the real and imagined excesses of the publish-or-perish syndrome and the natural tensions between teaching and scholarship have been repeatedly aired by both the popular and professional press. I do not believe that the bifurcation that Mr. Barnett describes in his piece is a viable remedy.

I concur with Mr. Barnett that heavy teaching and advising loads do severely limit time and energy available for scholarly activity. And yes, many institutions, save the flagships, do not have the facilities and support services to mount major scholarly efforts. World-class, mega-dollar research activities are out of the question for the majority of faculty serving teaching institutions. Acknowledging these conditions does not automatically establish a mutually exclusive relationship between teaching and scholarship.

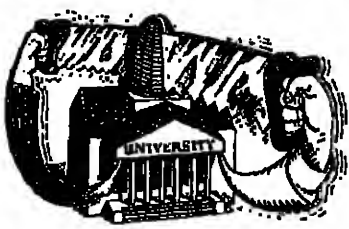
On the contrary, I would submit that there is a potential for a symbiotic relationship. In fact, scholarship should be one of the defining characteristics that distinguish college and university faculty from their teaching colleagues working in other educational venues. Long-term teaching without the support of some complementary amount of scholarly activity places the individual faculty member at some risk of becoming a passive conduit of increasingly dated material. Such instructors are at greater risk of perishing intellectually than they are with respect to their employment. This may be particularly true for faculty at smaller institutions where the stimulus from knowledgeable peers within their discipline is not readily accessible. I further submit that faculty need more than periodic conference attendance and reading to remain intellectually alive within their disciplines.

A modest amount of time devoted to writing for publication or preparing a conference presentation provides opportunities to grow within one's discipline and to keep the intellectual juices flowing. Even the iso-

lated member of the one-instructor department can find meaningful opportunities to contribute to the growth and refinement of her/his discipline. Finally, I submit that faculty, tenure and promotion review committees, and administrators can strike a complementary relationship between teaching and scholarship. Working together they can successfully recalibrate personal and institutional expectations to accommodate their local realities.

W. PATRICK LEONARD  
Vice-Chancellor for Academic Services  
Purdue University  
North Central Campus  
Westville, Ind.

**TO THE EDITOR:**  
Bryan Barnett's commentary... makes valuable observations about human-resource issues facing univer-



sities. As both teaching and high-productivity research are labor intensive, it is nearly impossible for individuals to excel in both domains.

I have difficulty with the premise implied in his title, however. There are two areas in which teaching and research seem inescapably wedded: teaching undergraduates to do research and conducting research on teaching.

Undergraduate teaching is not only about preparing generally well-educated students through the core curriculum, it is also about preparing students with disciplinary-based expertise through the major. Many majors require training in the research methodologies of the field, and courses that appear as mere excuses for professors to indulge their own research interests may be valuable to the advanced student because they bring the research process into high relief. Research with undergraduates is valuable to students not only because they get hands-on experience but obtain credentials that help them in gaining admission to graduate and professional schools.

Research on teaching would seem most valuable if it is informed from conceptualization to analysis by those who define themselves as teachers.

As university faculties and administrators seek a new balance between teaching and research, they might profitably look at institutions where a balance has already been struck—liberal-arts colleges. Although research at the typical liberal-arts college may be leisurely by university standards and at levels of productivity and esoterica that would not impress university tenure committees, it does go on, often involving undergraduates substantially as co-investigators. One could also note that many articles in journals emphasizing research on college teaching such as *Teaching of Psychology*, *College English*, and *Journal for Research in Mathematics Education* are authored by liberal-arts faculty.

ASHTON D. TRICE  
Assistant Professor of Psychology  
Mary Baldwin College  
Staunton, Va.

**TO THE EDITOR:**

... As a teacher in a liberal-arts college and active author in my field, I must protest the prominence *The Chronicle* gave to such an uncircumspect essay. The most obvious fact missed by its author is that teaching and creative disciplinary activity ("research") are separate in American education—teaching in elementary and secondary schools and in community colleges, and creative disciplinary activity in four-year and graduate institutions. An attempt to duplicate the elementary and secondary apparatus in the universities may further an administrative imperialism on the part of the universities, but it would not lead to pedagogical advances.

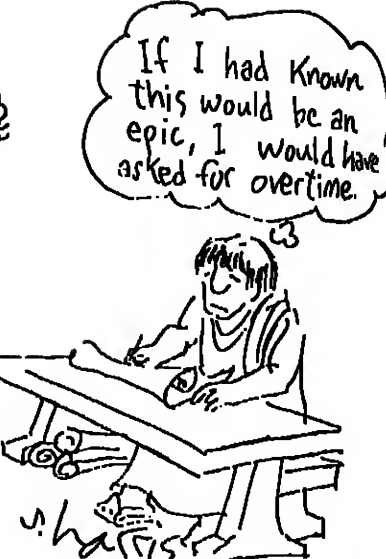
Bryan Barnett complains of "persistent deficiencies in primary and secondary education" that create the need for more teaching in the universities; but it is precisely at the primary and secondary levels where the separation he advocates has issued in a general killing of student curiosity and inquiry.

The American higher-educational system, which has resisted the separation, is recognized throughout the world for its quality. Why be-

Eurymachus' wrath boiled over...



THE CHRONICLE OF HIGHER EDUCATION



MOORE HUBB

grade our system one of its successes?

Mr. Barnett even objects to the inclusion of a specific course, German 454, "The Seduced Maiden Motif in German Literature," in a university curriculum. "The unmistakable message" of such courses, he complains, "is that the faculty thinks students should master whatever it is the faculty finds interesting enough to study." A specialized fourth-year course is obviously not the only kind to be found in an optimal curriculum, but such an outgrowth of specialized inquiry is precisely an offering that should be available, and available precisely because a faculty member is interested in its topic. Why begrudge students the chance to catch the contagion of an intellectual enthusiasm held by a professor?

The problem threatened by recent developments in the academy is not the marriage of teaching and specialized creativity but the divorce of undergraduate students from the processes of scientific and artistic productivity. The solution is to be found in giving professors who are over-committed to disciplinary activity more time and opportunity to teach and in giving professors who are over-committed to teaching more time and opportunity for their disciplinary pursuits. A worsening is threatened by the recipe-knowledge textbook, the lecturer who cannot speak from first-hand experience, and proposals for institutionalizing both in "teaching" departments.

ANTHONY J. BLASI  
Associate Professor of Sociology  
Muskogean College  
New Concord, Ohio

## The English department at Columbia U.

**TO THE EDITOR:**

Dorothy Parker once remarked of a book she had been asked to review, "It was written without fear—and without research"; a remark I believe worth pondering in light of the recent article in *The Chronicle* ("A Leading Feminist Literary Critic Quits Post at Columbia, Citing 'Impossible' Atmosphere," May 20), and the events in back of it. Carolyn G. Heilbrun may choose to disregard the professional rules of confidentiality that must govern the university's tenure process, but it is surprising that *The Chronicle*, presumably versed, as the popular press is not, in such rules and the reasons for them, should follow suit and name names in recent tenure decisions in the English department at Columbia University, serving no good save whatever aspirations *The Chronicle* entertains for tabloid fame and format.

**TO THE EDITOR:**

In reading your article on Carolyn G. Heilbrun's retirement, I was par-

## OPINION

## OPINION

ticularly intrigued by your reporting of David Damrosch's explanation of the admission process for the English department's Ph.D. program. Apparently he explained that "the recommendations of scholars who wrote lengthy evaluations of their students' work weighed more heavily than those who wrote short reviews, as... Ms. Heilbrun had done in some cases."

I am reminded of the "throw 'em down the stairs" method of grading, where the longest, thus heaviest, essays get A's because they land at the bottom. I hadn't realized it was now being used for admission to prestigious graduate-degree programs.

Perhaps Mr. Damrosch could further update this somewhat cumbersome method by computerizing it. His secretary could feed application packets into a print scanner that counts words. It should be very cost effective.

CARA CHELL  
Senior Academic Planner  
University of Wisconsin  
System Administration  
Madison, Wis.

## Counseling services deserve federal support

**TO THE EDITOR:**

The Bush Administration, as reported in *The Chronicle* ("Bush Administration Again Vows to Veto Student-Aid Legislation," May 20), opposes the Higher Education Act reauthorization legislation now in conference on Capitol Hill, including two provisions that would improve counseling and information services available to students. One is the Model Program Community Partnership Counseling Grants, which Education Secretary Lamar Alexander suggests will duplicate Trio programs.

These grants would not duplicate Trio programs. They are geared to address a broader base of students in the general school population. The students affected would be in schools and school districts with few or no resources to develop effective programs of pre-collegiate guidance and counseling without substantial assistance. Usually, these districts are the ones most in need of such services, in cities and rural areas with large populations of low- and moderate-income families.

The Administration also opposes Technical Assistance for Teachers and Counselors because this would help counselors to perform an integral part of their existing job. What are any of the training or program-development provisions for teachers, librarians, and other educators established for, if they are not to enable

these professionals to do a more effective job? Student-financial-aid administrators and others already receive training in financial-aid programs by the federal government. Does the Administration oppose that training? It appears not.

In communities all over the country, those who are underserved become the underrepresented in higher education. The training provided to counselors and teachers by this provision will fill a gaping void that must be corrected if our poverty-stricken cities and rural areas are to be revitalized. Will we learn anything from the discontent so vividly demonstrated by recent events? In this instance, we know what to do, but we need the resources and programs to get on with the job. The Bush Administration needs to be part of the solution. The elimination of resistance to improved counseling and information services would be a good first step.

DANIEL J. SARACINO  
President  
National Association  
of College Admission Counselors  
Alexandria, Va.

## Community activists and academic research

**TO THE EDITOR:**

Peter Marris's article on "How Social Research Could Inform Debate Over Urban Problems" (Point of View, May 20) was right on target in capturing the contradictions, dilemmas, and tensions between social-policy researchers and community reformers—people who are on the front lines trying to address pressing needs. For three years I have been a co-coordinator, along with Doug Gills of Chicago's Kenwood-Oakland Community Organization, of a Policy Research and Action Group (PRAG) that has sought to bring researchers and community practitioners together to address urban-policy issues. The group has also functioned as a progressive think tank where the researcher/community activist tensions described by Marris can be openly addressed and harnessed to bring about changes in the quality of urban life...

One underlying purpose of the PRAG has been to increase the effectiveness of the... research and policy work done by researchers and practitioners by bringing them together in collaborative work.

Our process has helped to put some dents in the stodgy and elitist academic notion that cooperative research, informed by community needs, is of less value than research projects guided by insulated debate within the academy. Academics

pride themselves on being "critical thinkers." This means that more effectively communicating with a broader community-based audience and allowing them to enter into the research process and policy debate can only be a step forward.

PHILIP NYDEN  
Chairperson and Professor of Sociology  
Loyola University of Chicago  
Lake Shore Campus  
Chicago

## Accreditation process called a 'farce'

**TO THE EDITOR:**

At long last a few universities have recognized what a farce the National Council for Accreditation of Teacher Education is and are no longer applying for accreditation ("Teacher-Education Programs Debate the Need for Accrediting Agency's Stamp of Approval," May 6)...

There were four NCATE evaluations at the two institutions where I served [as university librarian]. In no instance was a qualified person assigned to evaluate the library. Three were school librarians and one was an audio-visual specialist. One had to be shown what part of the standards she was to apply, one had never heard of the *National Union Catalog*, and none knew about the book-selection aids used in a university library. Inquiries as to why such persons were assigned were largely futile, but I was told that each visiting team should include a certain percentage of National Education Association members.

It is my impression that members of NCATE evaluation teams are self-promoters seeking service credits for their résumés and notices in the local press.

DONALD S. MAC YEAN  
Reference Librarian Emeritus  
Western Illinois University  
Macomb, Ill.

## Baby boomers blamed for lack of discipline

**TO THE EDITOR:**

Claire L. Gaudiani's "The Cold War Is Over Between the Generations" (Opinion, May 20) is a skewed view of campus life today, seen through the eyes of a member of the destructive generation. Ms. Gaudiani believes the narrowing of the generation gap is a positive outcome of the 60's. In fact, as the "Baby Boomers" enter their third consecutive decade of adolescence, their children have merely caught up with them.

The 60's saw the advent of free love and the acceptance of the drug culture. In their wake, a generation of children grew up facing AIDS, crack cocaine, and drug-related violence. Some college administrators are now attempting to reclaim their role as guardians of our society's future. Gaudiani is correct when she says this attempt will fail; not, as she asserts, because *in loco parentis* is the wrong thing to do, but rather because the boomers who now control the universities and small liberal-arts colleges lack the moral fiber to act as responsible parents.

BRIAN FRALAY  
Program Officer  
Madison Center for Educational Affairs  
Washington

## Investment disclosure sought from TIAA

**TO THE EDITOR:**

Unfortunately, in the May 13 article "As Interest Rates Fall, TIAA Is Criticized for Not Disclosing More About Investments," Thomas W.



THE CHRONICLE OF HIGHER EDUCATION

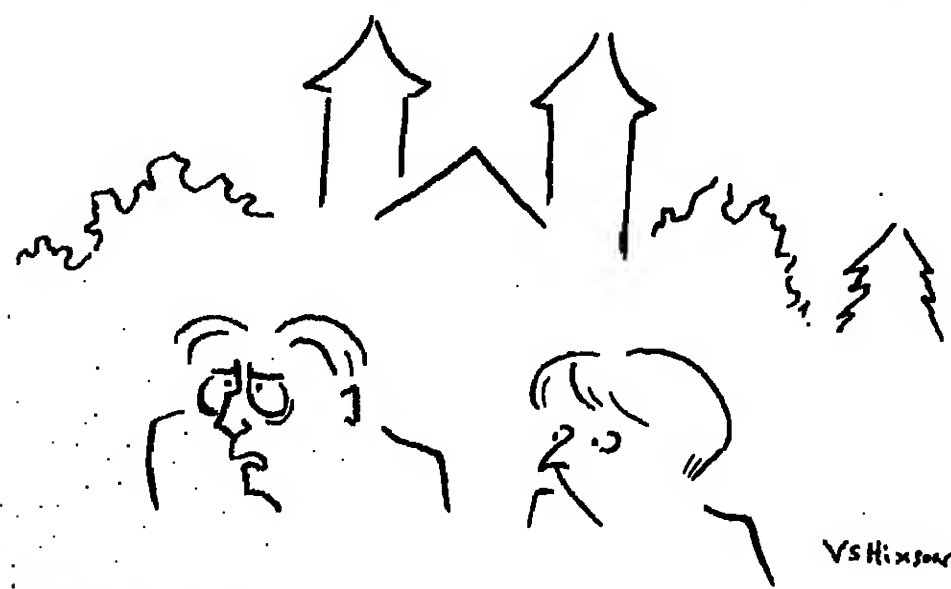
Jones, TIAA-CREF's executive vice-president of finance and planning, once again fails to reply to a key question about TIAA's AAA rating.

In the same Olympian spirit as his statements to *The Chronicle*, Mr. Jones replied to my *Academe* article, "If he wishes to test his own expertise against that of TIAA's investment managers, that is his prerogative. In the end, however, TIAA's reputation must rest on the record of its 73 years of performance." These condescending retorts miss the point. It is not my expertise that matters, nor TIAA's 73 years of prior investment experience. The meaningful test of TIAA's ability to manage its huge investment concentration in real estate and commercial mortgages will be the events of the 1990's. I would be less apprehensive about the outcome had TIAA not recently stated in announcing its substantial dividend cuts, "The lower dividends also result from reduced earnings on TIAA's mortgage and real estate investments—a product of the nationwide weakness of the real estate industry and an economy in recession."

RICHARD T. GARRIGAN  
Professor of Finance  
De Paul University  
Chicago

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.



VS Hisssss

VIVIAN SCOTT HEDSON

THE CHRONICLE OF HIGHER EDUCATION

"There's just something about this place that makes me uneasy. Like, if they're interviewing me for a position as assistant professor, why do they need to know how many words per minute I can type?"

LIFE IS STUNNING



WHERE THERE HAD ONCE BEEN  
MARTHA, JEFF NOW PERCEIVES THERE  
IS NO ONE

THE CHRONICLE OF HIGHER EDUCATION

CHRIS BURKE









## THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

The Hong Kong University of Science and Technology was established in April 1988 and is funded by the Hong Kong Government. Its mission is to extend educational opportunity, to contribute to the territory's economic and social well-being, and to promote research, development, and entrepreneurship in the Asia-Pacific region.

The University comprises the Schools of Science, Engineering, Business & Management, and Humanities & Social Sciences. Students are admitted from October 1991 at both undergraduate and postgraduate levels, including the doctorate. Enrollment is expected to grow to 7,000 (on full-time equivalent basis) by 1995/96.

The School of Engineering is the largest of the four schools and it has six departments: Chemical Engineering, Civil & Structural Engineering, Electrical Engineering, Computer Science, Electrical & Electronic Engineering and Mechanical Engineering. Its student and faculty projections for 1994-96 are 2,700 and 250 respectively.

The School of Engineering is looking for suitable candidates to fill the following positions:

### Head, Department of Industrial Engineering

The Department is new and will start offering undergraduate programs and postgraduate programmes with in-depth study and research into such areas as operations research, human-factor engineering, business organization, manufacturing strategy, facility and environmental engineering, quality assurance, and intelligent manufacturing systems in 1993-94.

Applicants should have appropriate academic and/or professional qualifications together with successful, relevant experience in universities, research laboratories and/or industry. The successful candidate will also be required to demonstrate leadership qualities necessary to lead and manage the department in its diverse academic and administrative functions and, not less importantly, to interact effectively with industry and commerce.

### Associate Dean of School of Engineering

The Associate Dean will be responsible to the Dean for the overall planning, coordination and administration of the School. The appointee will assist the Dean in overseeing the effective operation of the following functions: student administration, curriculum development, faculty appointment, research planning and support, industrial training, academic accreditation, personnel and financial administration. This is a senior administrative position; the incumbent, however, must possess a doctoral degree in engineering or a related field, and have extensive teaching, research, and administrative experience in a tertiary institution. The successful candidate should be able to demonstrate an ability to provide innovative leadership and to communicate effectively with students, academics, and industrialists.

### SALARY AND CONDITIONS OF SERVICE

For the Head of Department post, salary will be within the professional range and not less than US\$87,800 per annum (local currency rate: US\$1 = HK\$7.8). For the Associate Dean post, salary will be commensurate with the academic rank of the candidate; in the case of a professional appointment, it will not be less than US\$87,800 per annum.

Generous fringe benefits including housing, medical and dental benefits, annual leave, dependent children's education allowances and air passages where applicable are provided. Initial appointments will be on a three-year contract; a gratuity of 25% of the total salary drawn will be payable upon successful completion of contract. It is the intention of the University to introduce a superannuation scheme and arrangements will be made for eligible staff to join the scheme as appropriate.

### APPLICATION PROCEDURE

Particulars can be obtained from the Director of Personnel, HKUST, Clear Water Bay, Kowloon, Hong Kong (fax: (852) 398-0700). Applications/nominations together with curriculum vitae and the names and addresses of three referees should be sent to Professor H. K. Chan, Dean of School of Engineering, at the same address (fax: (852) 358-1458) by 10 July 1992, but the search may continue until suitable appointments are made.

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## INTERNATIONAL PROGRAM AND ADMINISTRATIVE SUPPORT POSITIONS

### International Research & Exchanges Board (IREX)

IREX is the principal U.S. organization specializing in advanced scholarly exchange and cooperative programming with the former Soviet states and the countries of Eastern Europe. It operates on an annual budget of \$8 million, with grants from government agencies and private foundations, and serves approximately one thousand scholars and professionals each year. Currently centered in Princeton, New Jersey, it has offices in Moscow, Kiev, Riga, Vilnius, Prague, and Bucharest, and is in the process of moving its headquarters to Washington, DC.

IREX is advertising for Program Officers with language, area studies, and overseas program experience to manage individual research and cooperative project opportunities for scholars and professionals from the United States, the countries of Eastern Europe, and the former Soviet states.

These positions involve responsibilities for both placement and quality access for American professionals seeking to participate in field work abroad, as well as for placement and access for incoming professionals selected to study and train in the U.S.

Also required will be staff with university or non-profit administrative experience to work with the accounting, finance, and management procedures, computer, information systems, and grant officers, as well as library and archival specialists. Approximately 10 such positions may be available overall.

Salary and benefits are competitive and commensurate with experience. IREX is an Affirmative Action, Equal Opportunity Employer, and especially encourages applications from minority communities and women.

Deadline for applications is July 3, 1992. No phone inquiries. Send letter, resumé, and information on references to:

Dr. Daniel Matczewski, President  
International Research and Exchanges Board  
126 Alexander Street  
Princeton, NJ 08540

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## THE UNIVERSITY OF AUCKLAND

### New Zealand

### TWO LECTURESHIPS IN EDUCATION

#### Department of Education (Vacancy UAC.161)

The University invites applications for two lecturership positions in the Department of Education. Applicants should have appropriate academic qualifications (Ph.D. or equivalent) plus research and teaching experience in the sociology of education.

Successful applicants will be expected to contribute to teaching in the M.Ed. programme. Applications from candidates in areas such as teacher education, curriculum studies, and pedagogy would be particularly welcome. Teaching qualifications, including cross-cultural experience in educational settings, would be an advantage.

Commencing salary will be established within the range \$NZ\$37,440-\$NZ\$49,084 per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom 3 copies of applications should be forwarded by 31 July 1992.

Please quote Vacancy Number UAC.161 in all correspondence.

### A LECTURESHIP IN PERFORMING ARTS (OPERA)

#### Faculty of Arts and Music (Vacancy UAC.158)

From February, 1993, as a further contribution towards a range of postgraduate development in the Performing Arts, the University intends to offer a one-year postgraduate course in Opera. (Diploma in Arts Administration and other courses are being planned.) The Lectureship in Performing Arts (Opera), while entirely under the control of the University, is being funded in part by Auckland Opera, and an important part of the Lecturer's work will be to facilitate links between the University and Auckland Opera's productions, and to coach the artists engaged (some of whom may be students enrolled in the course).

Applicants should have some experience in teaching in an educational institution, preferably at tertiary level and should also have substantial experience at a high level and in a wide variety of operatic activity, especially in the area of operatic vocal coaching. Commencing salary will be established within the range \$NZ\$37,440-\$NZ\$49,084 per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom 3 copies of applications should be forwarded by 31 July 1992.

Please quote Vacancy Number UAC.158 in all correspondence.

### The University of Auckland

#### An Equal Opportunity Employer

The University of Auckland invites applications for:

1. a Lectureship
2. a Lecturer (three-year appointment)

In the Department of German. The appointee to the lectureship, while continuing to have a teaching role, will be expected to take particular responsibility for the Department's Language Programme. A demonstrated research interest in Language Studies as well as formal qualifications in DAF (German as a foreign language) would therefore be an advantage. The Lecturer would be expected to contribute to the Department's programmes in language, literature and Landeskunde studies.

Applicants should normally have a doctorate or be enrolled for the degree. Some previous teaching experience at the tertiary level in an English speaking country is desirable.

The current salary range (for both positions) is \$NZ\$37,440-\$NZ\$49,084 per annum.

Enquiries of an academic nature may be made to the Chairperson of German, Associate Professor Volker Kuhlmann, (tel. (64 7) 830 4160, fax (64 7) 835 2168). Information on the method of application and conditions of appointment may be obtained from Personnel (Academic Staffing), The University of Auckland, Private Bag 31105, Hamilton, New Zealand, (tel. (64 7) 838 2889, fax (64 7) 835 0135). Applications quoting reference number A02/27 for the Lectureship and reference number A02/28 for the Lecturer should reach Academic Staffing by 24 July 1992.

The University welcomes applications from suitable people regardless of race, creed, marital status or disability.

Applicants should be sent to the Director of Personnel, HKUST, Clear Water Bay, Kowloon, Hong Kong (fax: (852) 398-0700). Applications/nominations together with curriculum vitae and the names and addresses of three referees should be sent to Professor H. K. Chan, Dean of School of Engineering, at the same address (fax: (852) 358-1458) by 10 July 1992, but the search may continue until suitable appointments are made.

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## CLARK ATLANTA UNIVERSITY

Clark Atlanta University (CAU) was formed in 1988 through the consolidation of Atlanta University, founded in 1865, and Clark College, founded in 1869, enrolling 3,000 undergraduate and 1,100 graduate students from over 40 states and 50 countries. CAU is one of only two private, historically black, comprehensive universities in the nation offering degrees from the bachelor's through the doctorate. The University is comprised of the Schools of Arts and Sciences, Education, Business Administration, Library and Information Studies and Social Work.

## The School of Social Work

The School of Social Work invites applications for the 1992-93 academic year for five tenure-track positions and one professional staff position. Associate Dean Reports to the dean, responsible for the management of the MSW Program and other day-to-day administrative duties. Administrative experience in a School of Social Work is desirable.

The Ph.D. Programs: Two positions, one of which may be senior level to teach Social Policy, Organization, Development and Social Work Administration. Each will conduct scholarly research, and chair student dissertations. Specialization in the fields of Health/Mental Health or Family and Children's Services is highly desirable.

The MSW Program: Assistant Professor, requiring expertise in social work practice in Health/Mental Health or Family and Children's Services, ability to teach at least two foundation courses and carry field liaison assignments.

The above applicants must have the MSW or a Ph.D. in Social Work or a closely related field; two or more years of social work experience; and interest in grant writing; and demonstrated ability to conduct scholarly research.

Director of Field Education and Student Affairs: A twelve-month position with responsibility for managing, monitoring and evaluating the Field Practice Program, developing the field curriculum for field instructors, managing an advisory process and other duties associated with student matriculation in the School. Must have the MSW, five years' administrative experience, ability to work with faculty and the social work community and excellent writing and public relations skills. The successful applicant should be licensed to practice social work in the State of Georgia. Excellent fringe benefits.

Qualified applicants must submit a letter of application, curriculum vitae, sample of most recent scholarly work, and telephone numbers and addresses of three references with whom contact may be made. All materials should be submitted prior to June 30, 1992 to:

Dr. M. Bessley, Ph.D., Dean  
Clark Atlanta University  
School of Social Work  
James P. Braxley Drive at Fair Street, S.W.  
Atlanta, Georgia 30314  
(404) 880-8548

## Allied Health Professions Department

The Department offers the baccalaureate degrees in medical technology, medical records administration, medical illustration, community health education, nutrition, and physical therapy through affiliation with Georgia State University.

Chair of Allied Health Professions Department/Associate Professor. Provide academic and administrative leadership, development and delivery of academic programs; implementation of policy and procedures; ability to develop and maintain contracts with allied health care institutions. Individual must possess licensure/certification in one of the allied health clinical specialties; earned doctorate required.

Medical Technology Faculty/Assistant Professor. Full-time, tenure track position; must be licensed/certified medical technologist; ability to coordinate medical technology programs; teach department core courses and related electives; earned doctorate required.

Candidates should submit a letter of application, a resume and the names of at least three references with addresses and telephone numbers to:

Chair of Search Committee  
Clark Atlanta University  
Department of Allied Health Professions  
121 Vivian W. Henderson Building  
Atlanta, Georgia 30314

## VICTOR VALLEY COMMUNITY COLLEGE DISTRICT

Is accepting applications for:

## DIVERSITY FACULTY INTERN PROJECT

Initial salary placement commensurate with experience and education.

APPLICATION DEADLINE: FRIDAY, JULY 17, 1992 at 5:00 p.m.

TO RECEIVE AN APPLICATION AND ANNOUNCEMENT, CONTACT:

VICTOR VALLEY COLLEGE

Personal Office

18422 Bear Valley Road

Victorville, CA 92392-9699

(619) 248-4271, ext. 500

Fax (619) 248-7221

Equal Opportunity, Affirmative Action, Title IX Employer

English: Bilingual Eastern Community College is seeking applications for a full-time English instructor. The position is a tenure-track appointment. Applicants should possess appropriate education and experience for teaching Freshman Composition and Literature. The successful candidate will be a multi-racial individual with a minimum of five years' teaching experience at a U.S. university or college. Compensation and benefits are commensurate with experience. Send a letter of application, curriculum vitae, and three letters of recommendation by July 17, 1992 to: Dr. Robert L. Smith, Director of Admissions, 18422 Bear Valley Road, Victorville, CA 92392-9699. Fax: (619) 248-4271, ext. 500. Equal Opportunity, Affirmative Action Employer.

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## EDISON COMMUNITY COLLEGE

## Professors and Student Services Personnel

A new campus has recently opened in Naples, FL and enrollment is exploding. Educators committed to excellence are needed in the following areas:

Ten-month teaching faculty. Master's degree in subject area OR master's degree and 18 graduate semester hours in subject area required. Community college teaching experience preferred. Minimum salary \$25,497; may vary with degree and experience. Positions begin August 20, 1992.

- Learning Assistance—Master's in mathematics, mathematics education, English or reading with successful developmental education experience. Recruitment #CC-14D.
- Business—Master's in management, marketing, or business administration and successful business employment experience required. Recruitment #CC-15D.
- Physical Science—Chemistry, physics preferred. Recruitment #CC-16D.

- Modern Languages/Spanish—Spanish preferred, also 18 graduate hours in Spanish desired. Recruitment #CC-17D.
- Humanities—Humanities, philosophy, or ethics preferred. Recruitment #CC-18D.

Twelve-month coordinator positions. Bachelor's required, master's preferred. Salary \$33,683. Positions available July 1, 1992.

- Financial Aid—Experience in successfully managing student financial aid programs required. Recruitment #CC-19D.
- Continuing Education—Successful experience in planning, conducting and evaluating continuing education or business training programs. Recruitment #CC-20D.

Candidates must submit an application letter addressing criteria in this notice and the position description, a completed ECC application and copies of appropriate transcripts. Please send to ECC Human Resources Dept., Box 0210, Ft. Myers, FL 33902. The application deadline is July 2, 1992, or until the position is filled. Please call 813/489-9280 or FAX 813/489-9399 for position descriptions and minimal qualifications.

EAO Employer

Smoke-free workplace

## Lord Fairfax Community College

Instructor/Assistant Professor—Engineering Technology: Bachelor's degree in Engineering/Engineering Technology and a minimum of two years of related occupational experience required; master's degree with 18 graduate semester credits in Engineering/Engineering Technology, emphasis in mechanical or civil engineering technology and previous teaching experience in a comprehensive community college are preferred. Salary range \$23,859-\$32,694. Commonwealth of Virginia Application (DPT Form 10-012), resume, 3 Lord Fairfax Community College recommendation forms, copies of graduate and undergraduate transcripts required. Applications will be accepted until the position is filled; review will begin July 7, 1992.

Counselor for Project PRO (a community college/area hospital workplace literacy program) Responded: Master's degree with 18 graduate semester hours in counseling/related field required; experience in high school/community college counseling, and demonstrated understanding of business/industry operations preferred. Salary based on qualifications and experience is negotiable. Commonwealth of Virginia Application (DPT Form 10-012), resume, 3 Lord Fairfax recommendation forms, and copies of graduate and undergraduate transcripts must be received by July 6, 1992.

Counselor—Restricted, temporary 10/19/92 to 5/15/93; master's degree required position will replace counselor on educational leave. Successful applicant services experience in a community college is preferred. Salary is \$20,225 for the period. Commonwealth of Virginia Application (DPT Form 10-012), resume, 3 Lord Fairfax recommendation forms, and copies of graduate and undergraduate transcripts required. Applications will be accepted until the position is filled; review will begin June 30, 1992.

Candidates for these positions should call the Personnel Office immediately for needed forms and additional information regarding the positions.

Women and minorities are encouraged to apply.

Lord Fairfax Community College, P. O. Box 42, Middletown, VA 22645, (703) 869-1120. An Affirmative Action, Equal Opportunity Employer.

res. via. official transcripts, and three current letters of recommendation to Dr. David R. Smith, Dean, Arts and Humanities Division, Missouri Valley College, Marshall, Missouri 64603. AA/EEO/DF.

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## MIDDLESEX Community College

## Announcement of Anticipated Position Openings

Middlesex Community College, a mid-sized community college located in south central Connecticut, seeks full-time faculty and administrators for Fall 1992.

## Faculty Positions

Duties include, among others, teaching and related preparation of assigned courses; course development; academic advising; service on college committees. Applicants must have a masters degree in the discipline or a related one, experience with non-traditional community college students preferred.

- History
- Biology - Anatomy and Physiology
- Ophthalmic Dispensing - Optician
- Sociology

Starting Date: Sept. 5, 1992 Approx. Annual Salary: \$30,000

## Counselor

Duties include, among others, primary emphasis on career counseling and career placement; also, academic advising, skill building workshops, student assessments, problem resolution, service on college committees. Applicants must have a masters degree in counseling, student services or related area; experience with community colleges, non-traditional students and special student groups (veterans, women, minorities) preferred.

Starting Date: Sept. 1992 or negotiable Approx. Annual Salary: \$30,000

## Technical Services/Bibliographic Instruction Librarian

Duties include, among others, cataloging, reference services, service on related committees. Applicants must have an M.L.I., experience in community college setting preferred.

Starting Date: Sept. 1992 or negotiable Approx. Annual Salary: \$30,000

TO APPLY: Forward resume, letter of intent, names of three references, and transcripts to Mrs. Ida L. Best, Personnel Director, Middlesex Community College, 100 Training Hill Road, Middletown, CT 06457.

Applications must be postmarked by July 13, 1992.

Middlesex Community College is an equal opportunity/affirmative action employer. Protected group members are strongly encouraged to apply.

COMMUNITY & TECHNICAL COLLEGES OF CONNECTICUT

INSTRUCTORS

SOLANO COMMUNITY COLLEGE

Solano Community College is located in Northern California and nestled midway between San Francisco Bay, the wine country and Sacramento and serves 12,000 credit students and another 6,000 non-credit students. Enthusiastic, qualified instructors are being sought for the following disciplines:

Art Instructor

Salary: \$31,031 - \$48,024

Deadline to submit materials: 7/13/92 at 5:00 p.m.

Physical Education Instructor/Football Coach

Salary: \$29,109 - \$48,024

(Plus up to 48 hrs. additional pay for time worked beyond 175 contracted days, upon approval)

Deadline to submit materials: 6/28/92 at 5:00 p.m.

Benefits: College-paid medical, dental, and vision plans for employee and dependents; life insurance for employee.

Starting Date: 8/14/92

For information and application materials contact:

Solano Community College

4000 Suisun Valley Road

Suisun, CA 94585

707/884-7128

EQUAL OPPORTUNITY/HUMANITY ACTION EMPLOYER AND ENCOURAGES MINORITIES AND WOMEN TO APPLY

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## University of Guam

The University of Guam will accept applications to establish a list of candidates for the following non-tenure track, full-time position (one, two, or three-year appointment, subject to the availability of funds):

## ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR (HISTORY)

Duties and Responsibilities: Successful candidate to teach the following courses: History of Guam, World Civilization, Pacific Basin History, History of Micronesia and other courses as appropriate. Schedule is expected to be actively involved in research, and community and university service. Minimum qualifications: Ph.D. in History, with specialization in Pacific History, coupled with experience in Guam and Micronesia History. Desirable: Qualifications: Experience with multi-cultural students and environment. Salary: Assistant Professor \$34,307-\$50,725 per Academic Year. Associate Professor \$39,000-\$55,417 per Academic Year. Applications should be submitted to the Office of the Dean, University of Guam, P.O. Box 2008, Mangilao, Guam 96921. Deadline: July 3, 1992. For more information, call 672-3440/3535 or call UJG. Under consideration for new information, call 672-3440/3535 or call UJG. Under consideration for new information, call 672-3440/3535 or call UJG. Under consideration for new information, call 672-3440/3535 or call UJG.

EEO/AAE

## Coordinator for Staff Selection, Training &amp; Evaluation

## South Dakota State University

Brookings, South Dakota...Someplace Special

The Coordinator will assume a major leadership role in the management of the Department of Staff Selection, Training and Evaluation. The successful candidate will join a dynamic, progressive residential life program dedicated to the continuing personal growth and development of residents as well as staff.

Responsibilities:

- Participate in the general administration of the Department
- Develop, coordinate and evaluate staff recruitment and selection processes
- Assess staff training needs and develop a comprehensive on-going program to meet those needs
- Coordinate the evaluation of all Departmental training efforts
- Develop and coordinate evaluation and feedback processes for all staff
- Develop and teach the Resident Assistant course
- Coordinate and direct staff re-orientation programs

Qualifications:

- Master's Degree
- Commitment to Student Development
- The ability to communicate effectively
- One year's full-time business experience
- Demonstrated leadership ability
- Demonstrated experience in the areas of staff selection, training and evaluation

Preferred:

- Degree in Student Personnel, Counseling or a related field

Benefits and Salary: Total package will be \$22,150 for a 12-month appointment (\$21,500 and \$6500 for out-of-county purchasing power parity benefits).

Application Deadline: June 30, 1992 or until filled.

All qualified persons are encouraged to apply. Send letter of application, resume, and the names, addresses and telephone numbers of three references to:

John Evans  
Associate Director of Residential Life  
Weiss Hall







## Career Consultant Georgetown MBA Program



This year, the Georgetown MBA Program proudly celebrates its first decade. Fully accredited by the AACSB, the Program enrolls 320 full-time students from across the United States and from more than 25 different countries. Located in Washington, D.C., Georgetown offers students and staff the opportunity to experience our nation's capital.

As a result of its recent expansion, the Georgetown MBA Program has initiated a search for a Career Consultant. This full-time academic position reports to the Director of MBA Career Management at the Georgetown University School of Business Administration.

The Consultant will focus on counseling MBA students, both on an individual basis and in group settings. The Consultant will assist in the design and planning of workshops and seminars and will select and interpret self-assessment and other career testing instruments for students.

The Consultant will also assume many administrative responsibilities, including maintaining employer and student databases, strengthening the existing career resources library, assisting in the preparation of publications, developing surveys, analyzing statistical reports, and participating in the design and implementation of policies, systems, and procedures. In addition, the Consultant will play an integral role in enhancing relationships with MBA students, employers, faculty, and alumni.

The position requires the proven ability to relate well to MBA students and to interact with employers. Prior experience working with MBA's is desired. Experience in a University career planning and placement center or as a college relations coordinator would be helpful. Salary provided by the University.

To be considered for this position, please submit a resume and cover letter to:

Dr. Christopher Shuman  
Director, MBA Career Management  
Georgetown University  
School of Business Administration  
105 Old North  
Washington, D.C. 20057-1008  
Applications must be received by June 29, 1992.

## COORDINATOR OF WOMEN'S CENTER

William Paterson College seeks an experienced professional to provide leadership for programs and activities designed to enhance and enrich the college experience for women.

Reporting to the Dean of Students, the Coordinator will counsel, control, budget, develop programs, referate and provide leadership that meet the needs of our particular student population, and establish liaison with the local community. Master's degree in Counseling or related area, minimum of 3-5 years experience in higher education, strong background in counseling, and excellent communication and interpersonal skills required; management and grant writing skills preferred.

Minimum starting salary \$33,439 for this 12-month position.  
William Paterson College, on a 250-acre suburban campus 20 miles from New York City, is an accredited state college offering 50 undergraduate and graduate programs. WPC is an affirmative action/equal opportunity employer.

Please send resume with 3 letters of recommendation by July 6, 1992 to:

DR. ROBERT PELLER  
Associate Dean of Students  
WILLIAM PATERSON COLLEGE  
Denville, NJ 07470

Information Systems: The University of Texas at San Antonio has an exciting position open in the Information Systems Department. The position is for a full-time, permanent position. The position is for a full-time, permanent position. The position is for a full-time, permanent position.

Journalism/Education: Franklin College is seeking a full-time, permanent position. The position is for a full-time, permanent position. The position is for a full-time, permanent position.

International Programs: Sydney, Australia is seeking a full-time, permanent position. The position is for a full-time, permanent position. The position is for a full-time, permanent position.

Legal Studies: Faculty position, Paralegal Instructor. The position is for a full-time, permanent position. The position is for a full-time, permanent position.

Library Reference Librarian: An innovative, dynamic position to share in the development of a new library reference service. The position is for a full-time, permanent position.

Library Access Services Librarian: A progressive, service-oriented position. The position is for a full-time, permanent position. The position is for a full-time, permanent position.

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## Residence Life

The University of Scranton invites applications for the position of Assistant Director of Residence Life for Upperclass and Graduate Housing.

The University of Scranton is a highly selective Catholic and Jesuit institution of 5,000 students located in Northeastern Pennsylvania. Committed to liberal arts education, the University enjoys strong professional and professional programs, with highly talented faculty and an emphasis on student involvement in addressing the needs of its community.

The Residence Life program serves 1,800 students living in 31 University residence halls, houses, and apartment buildings with a staff of 82 R.A.'s and 7 graduate assistants.

Duties: One of two Assistant Directors reporting to the Director of Residence Life, the Assistant Director of Residence Life for Upperclass and Graduate Housing is responsible for: 1) upperclass housing operations (assignments, physical plant liaison, budget management, report generation); 2) the supervision and training of Resident Assistants/Graduate Assistants assigned to upperclass buildings; 3) program development and implementation for 1,000 upperclass and graduate resident students; 4) participation in on-call response schedule; and 5) participation in departmental and inter-departmental planning and programming efforts.

Qualifications: Candidates must possess a Master's degree in Counseling and Student Personnel or a related area and three years' experience in upperclass housing and residence life. The successful candidate will possess the skill, initiative, and creativity necessary to build upon existing living/learning programs which include a residential college, theme houses, and good faculty and staff involvement. The need for availability requires willingness to live in a University apartment.

Remuneration: Salary and benefits are competitive. A furnished apartment is provided.

Application: A letter of application which includes the candidate's student development philosophy, a current vita, and names, addresses and telephone numbers of three references should be received by June 12, 1992 to the address below. The position is open beginning July 13, 1992.

Personnel Services  
University of Scranton  
Scranton, PA 18510-679

An AA/EEO Employer/Educator

## Assistant Director of Student Activities for Programming

THE COLLEGE OF  
WOOSTER

Wooster, Ohio

The Assistant Director of Student Activities for Programming reports to the Director of Student Activities. The position is for a full-time, permanent position. The position is for a full-time, permanent position.

Requirements: M.A. in programming and advising experience; familiarity with private higher education; strong interpersonal and communication skills; demonstrated sensitivity to diverse student populations; required experience with leadership development, student organizations, computer-aided learning, and campus safety. Salary and benefits are competitive.

Send letter of application, current resume and three letters of reference to: Ronald Roda, Director of Student Activities, The College of Wooster, Wooster, Ohio 44691. Application screening begins July 1 and continues until the position is filled. AA/EEO.

## THE UNIVERSITY OF VERMONT

Department of Residential Life

Area Coordinator—East Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—West Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—North Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—South Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—Central Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—East Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—West Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—North Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—South Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—Central Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—East Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—West Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—North Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—South Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

Area Coordinator—Central Campus: Coordinate a residential life area of ten coeducational halls and oversee learning and living experiences. The position is for a full-time, permanent position.

## THE UNIVERSITY OF MICHIGAN DIRECTOR, INTELLECTUAL PROPERTIES OFFICE

The University of Michigan is seeking a Director of its Intellectual Properties Office (IPO). The Director will work with University faculty and staff to provide leadership for an entrepreneurial technology transfer program.

The University of Michigan is one of the foremost public research universities in the United States with an annual research budget of \$1.1 billion. The University is committed to moving new technology from the laboratory to the marketplace, promoting the economic development of the state of Michigan and the nation, and strengthening the research program of our world-renowned faculty.

The successful candidate will have a track record of significant experience in developing and marketing of new technologies, including licensing, intellectual property management and business negotiations. Knowledge of universities and their responsibilities to business and industry are desirable. High energy, capable of working with multiple constituencies, and excellent communication skills are also essential.

Qualifications: Candidates must possess a Master's degree in Counseling and Student Personnel or a related area and three years' experience in upperclass housing and residence life. The successful candidate will possess the skill, initiative, and creativity necessary to build upon existing living/learning programs which include a residential college, theme houses, and good faculty and staff involvement. The need for availability requires willingness to live in a University apartment.

Remuneration: Salary and benefits are competitive. A furnished apartment is provided.

Application: A letter of application which includes the candidate's student development philosophy, a current vita, and names, addresses and telephone numbers of three references should be received by June 12, 1992 to the address below. The position is open beginning July 13, 1992.

Personnel Services  
University of Scranton  
Scranton, PA 18510-679

An AA/EEO Employer/Educator

THE UNIVERSITY OF MICHIGAN

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THE UNIVERSITY OF MICHIGAN

## Southwestern University

AT GEORGETOWN, TEXAS

Assistant Director of Career Services: Southwestern University is accepting applications for the position of Assistant Director of Career Services.

The successful candidate will develop and implement innovative programs to promote career development and employment success for students. The position is for a full-time, permanent position.

Qualifications: Candidates must possess a Master's degree in Counseling and Student Personnel or a related area and three years' experience in upperclass housing and residence life. The successful candidate will possess the skill, initiative, and creativity necessary to build upon existing living/learning programs which include a residential college, theme houses, and good faculty and staff involvement. The need for availability requires willingness to live in a University apartment.

Remuneration: Salary and benefits are competitive. A furnished apartment is provided.

Application: A letter of application which includes the candidate's student development philosophy, a current vita, and names, addresses and telephone numbers of three references should be received by June 12, 1992 to the address below. The position is open beginning July 13, 1992.

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University of Scranton  
Scranton, PA 18510-679

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## GENESEO DIRECTOR OF LIBRARIES

The State University of New York at Geneseo is a state-university, 5,300 student, predominantly undergraduate residential college located in the village of Geneseo, 28 miles south of Rochester. The College is extremely selective, with SAT scores averaging 1101 (ACT, 27) and freshman-to-sophomore retention exceeding ninety percent. Undergraduate teaching is the College's central and continuing mission, but all faculty are expected to maintain active programs of scholarship.

Libraries and Fraser Libraries, with an annual budget of \$1.6 million, hold nearly 600,000 volumes, including 3,178 current serials; both libraries offer access to on-line data base searches. Services are provided by the Director, fourteen librarians and sixteen support staff. A major automation program, using MULTIS, is nearly complete. Both libraries enjoy reputations for outstanding service to the College community.

The Director of Libraries is responsible for all aspects of library operations including, with the approval of the Provost, the allocation of departmental acquisitions budgets. The successful candidate will hold a Master's degree in library science with additional experience in progressively more responsible positions in academic libraries with vigorous, collegial leadership and effective communication skills for the libraries and the broader academic community. Geneseo seeks candidates who can demonstrate expertise in information technology, staff development, and external funding opportunities. Salary is competitive, and the preferred starting date is January, 1993.

Geneseo actively seeks diversity among its students, faculty, staff, and administration, and welcomes applications from members of historically underrepresented groups.

Nominations and applications (the latter including a letter of interest, vita, and a list of three references) should be submitted by August 15 to:

Secretary to the Director of Libraries Search Committee  
Office of the Dean of the College  
State University of New York at Geneseo  
Geneseo, New York 14454

Geneseo is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

THE UNIVERSITY OF MICHIGAN

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## Director Center for Teaching Excellence College of Education and Technology

The Center for Teaching Excellence was recommended by the New Mexico Commission on Higher Education and funded by the New Mexico Legislature to encourage the application of research on teaching effectiveness and excellence in the public schools within the state. Starting date is January 1, 1993.

Responsibilities: Administer and coordinate the Center. Activities will include but not be limited to: collaborating with other teacher training programs; identifying and disseminating best practices in teaching; establishing close ties with school districts; coordinating activities at all levels to ensure effective flow of information; and conducting annual evaluation and reporting activities. Will be designated adjunct faculty status and hold an administrative position reporting directly to the Dean of the College of Education and Technology.

Qualifications: Earned doctorate in education; experience in teaching and scholarship to be eligible to be appointed to a senior rank; national or regional recognition in the field of education; demonstrated interest in innovative teaching practices; ability to work well with various constituencies; willingness to travel extensively; academic management experience; adequate fiscal and human resource skills.

Send letter of application, current curriculum vitae, statement of accomplishments in the field of education, and the names, addresses and telephone numbers of at least five professional references to: Dr. Julia Rosa Emille, Dean, College of Education and Technology, Eastern New Mexico University, Station 25, Portales, New Mexico 88130. Screening of applications begins September 30, 1992 and continues until position is filled.

New Mexico is an open records state; therefore, it is the policy of the University to reveal to the public the identities of the applicants for whom outside inquiries have been made or for whom on-campus interviews are scheduled. ENMU hires only U.S. citizens and aliens authorized to work in the United States and is an AA/EEO.

THE UNIVERSITY OF MICHIGAN

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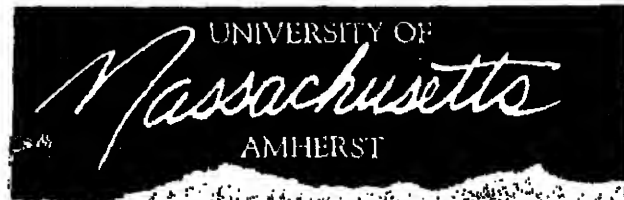


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## Director of Athletics

The University of Massachusetts at Amherst seeks applications and nominations for Director of Athletics, with an intended appointment date around September 1, 1992, or sooner. The University of Massachusetts is an NCAA Division I institution sponsoring 22 sports. The Director of Athletics (full-time, 12-month administrative) reports to the Chancellor. The Director has total administrative responsibility for the development, management, and operation of all athletic and intramural programs. The Director provides educational and administrative management and leadership in the areas of fiscal management, promotions, marketing, public relations, advertising, sports information, fundraising, and tickets. Qualifications: An advanced degree in an appropriate field is required. The candidate must possess experience in the successful administration of athletics programs or have comparable experience. Candidates should have a track record of success as a personnel manager and as a successful leader, possess the ability to deal with diverse constituencies, and must present evidence of personal and professional integrity. The successful candidate should exhibit a strong sensitivity to the academic mission and requirements of the university and demonstrate an understanding of the proper role of athletics within the mission of the university. The candidate must demonstrate a commitment to NCAA rules and compliance, applicable rules, regulations and laws, and support of academic and athletic goals. Candidates should have proven organizational, administrative, communications and interpersonal skills; and demonstrated public relations and fundraising abilities. Compensation: The compensation will be commensurate with qualifications and experience. Application and Appointment Process: To begin the application process, applicants should submit a letter of inquiry, a current resume, and a list of three current professional references with addresses and telephone numbers. Applicant review will begin on July 15, 1992, and will close when a suitable applicant is chosen. Application materials should be sent to: Chair, Director of Athletics Search Committee, 203 Boyden Building, University of Massachusetts, Amherst, MA 01003. The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer.

## Northern Illinois University

### CHANCE Program:

Associate Director, Position starts September 1, 1992. Responsible for management, administration and supervision of counseling services to students, trainees, supervise, monitor and evaluate performance of ten professional counselors; coordinate summer orientation program for students. Required Qualifications: Master's degree in educational administration, student personnel, counseling or closely related area; bilingual/bicultural in Spanish and English; excellent supervisory and communication (oral and written) skills and minimum of 3 years' (prefer 5 to 8 years) experience in administration and/or counseling of ethnic minorities and educationally underprepared students in higher education. Send application, resume, and three recent reference letters to: Larry A. Mitchell, Director of CHANCE Program, Educational Services and Programs, NIU, DeKalb, IL 60115. Application Deadline: July 15, 1992.

### DEPT. MATHEMATICAL SCIENCES:

Assistant Professor, Anticipated visiting position, specialization in numerical analysis or optimization theory. Ph.D. and strong potential in research and teaching required. Send application (vita), transcripts, plus three reference letters and description of research program to: Temporary Numerical Analysis Position, c/o Professor William D. Blair, Chair, Dept. of Mathematical Sciences, NIU, DeKalb, IL 60115 by July 15, 1992. AA/EEOE.

## Fiscal Officer

### Dartmouth Dining Services

Manages all Dartmouth Dining Services accounting systems, including control, financial reporting, and preparation of all budgetary documentation. Prepares monthly financial statements for various Dining Services operations. Advises the Director and members of management team on financial matters. Seeking a bachelor's degree in business administration, hotel administration, or closely related field, with 4-5 years of experience in financial management, or a master's in business administration with 2-3 years of relevant experience, or the equivalent. Must have a working knowledge of Macintosh and IBM business applications. Food production and access control systems experience desirable.

Submit resume and cover letter to: Katherine Fisher, 6172 Thayer Hall, Dartmouth College, Hanover, NH 03755-3712. Dartmouth is an equal opportunity employer. Women and minorities are encouraged to apply.

Northern Franciscan University of Steubenville, Ohio (U.S.A.) seeks applications for full-time positions in the following areas: M.S.N. in Medical/Surgical or Critical Care, and prior teaching experience required. Strong Christian faith emphasized across the curriculum. Send letter of application and vita to: Carolyn W. DeWitt, Northern Franciscan University, Steubenville, Ohio 44224-1000.

## WHITWORTH COLLEGE

### Registrar

**POSITION FUNCTION:** Directs processes to ensure the integrity of academic credits given and degrees earned by providing administrative supervision to the Registrar's Office and evaluate input, monitoring, and record-keeping for the academic curriculum.

### QUALIFICATIONS BEING SOUGHT:

1. Master's degree; doctorate desirable.
2. A minimum of five years of experience as Registrar, Associate Registrar, or other administrative/faculty member at a higher education institution with significant administrative experience with academic records.
3. Demonstrated skills in administration, organization, problem solving, and personnel management.
4. Experience with computerized integrated student records systems.
5. A personal commitment to the Christian faith and to the integration of faith and learning.

### TO APPLY:

Please submit: letter of interest, resume/vita, names, addresses, and telephone numbers for three references, and a one-page statement on your personal commitment to the Christian faith and to the integration of the Christian faith with liberal learning to:

Registrar Search Committee  
Office of Human Resources  
Whitworth College  
Spokane, WA 99251-0103

Applications accepted until 7/20.

**ANTICIPATED START:** September 1, 1992  
Whitworth College strongly encourages women, persons of color, and persons with physical limitations to apply. Whitworth College reserves the right to extend the search proceedings beyond those dates identified in order to assemble an adequate number of qualified applicants.

## Trinity College

Hartford, Connecticut 06106

### ASSISTANT DIRECTOR OF CAREER COUNSELING

The Assistant Director will focus on the following areas: career counseling of undergraduates and graduates; including formulation of plans for employment and graduate/professional study; advise students and graduates on all phases of job search; deliver job search and career assessment workshops; and manage recruiting programs for employment and graduate/professional study. Position is scheduled for 10 months each year, approximately mid-August—mid-June. Normal starting salary range from \$18,800-\$21,000 or more, depending upon qualifications and experience.

Bachelor's degree, preferably in the liberal arts, required; master's degree preferred. Two years of career counseling or other related high-level education experience required.

Applications will be reviewed starting July 1, 1992 and will continue until the position is filled. Please send resume, statement of interest in advising bright, highly motivated liberal arts graduates, and the names, addresses, and telephone numbers of three professional references to:

Rozanne Burt  
Director, Career Counseling  
Trinity College  
300 Summit Street  
Hartford, CT 06106

Trinity College is an Equal Opportunity, Affirmative Action Employer.

## SELMA UNIVERSITY

### Director of Fund Raising and Alumni Affairs

Selma University invites application for the position of Director of Fund Raising and Alumni Affairs. This person will be the principal fund raiser and alumni affairs person.

The successful candidate will provide leadership in the expanded multi-base external fund raising program which includes alumni and church relations, annual fund, corporate and foundation support, planned giving, church support and developing a viable endowment.

Minimum qualifications are a bachelor's degree, master's degree preferred, 2 to 3 years' experience in institutional development and fund raising at a four year college. Must be capable to work with a small black church related institution. Must have record of initiating and managing various fund raising operations. Salary depends on qualification. Position available in September 1, 1992.

Selma University is a small HBCU, four year liberal arts college supported by the Alabama State Missionary Baptist Convention, Inc. Send a letter of application with a vita, three reference in the areas of experience, and other documents before July 6 to: Dr. B. W. Dawson, President, Selma University, 1501 Lapley Street, Selma, AL 36701.

An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academia—

every week in The Chronicle.



## UNIVERSITY of NORTH ALABAMA

### Director

### Student Financial Assistance and Scholarships

The University of North Alabama is seeking an individual to further develop and provide leadership to its student financial assistance and scholarship office. The person will replace the former director who is retiring after more than 25 years with the University.

UNA is the oldest four-year public university in Alabama, founded in 1830. Enrollment is approximately 6,000. About 80% are undergraduates. Women represent 58% of the student body, 10% are minorities, and 19% of the undergraduates are part-time (80% of the graduate students). Eighty-four percent are in-state students. The University is located in Florence, where the Tennessee River Valley provides a very beautiful setting for recreational and cultural activities.

**QUALIFICATIONS:** Applicants are expected to have a master's degree, at least five years of significant experience in student financial assistance, extensive knowledge in the field, evidence of leadership in the profession, a sensitivity to students' critical financial needs, and outstanding human relations and management skills.

**RESPONSIBILITIES:** The Director will manage an office staff of five full-time employees and additional student workers. She will report to the Dean of Enrollment Management, and will be responsible for managing related budgets, directing all matters associated with the Office of Student Financial Assistance and Scholarships, and cooperating with the Registrar's Office and the Office of Admissions, which, along with the office, comprise the enrollment services division.

**APPLICATION:** A letter of application, along with a resume and at least three references, should be sent to The Office of Human Resources and Affirmative Action, UNA Box 5043, Florence, AL 35632-0043, not later than July 15, 1992. Plans are to fill the vacancy as early as August 15, but not later than 10/1/92. Salary and benefits are competitive and commensurate with the job responsibilities.

The University of North Alabama is an equal opportunity employer. Women and minority candidates are encouraged to apply.

## Reference Librarian

Barnard College, Columbia University seeks a Librarian to provide a full range of library services including reference desk, library instruction and collection development responsibilities. Your schedule will be Sunday-Thursday during the academic year, and Monday-Friday other times of the year.

We require an M.S., strong liberal arts background and knowledge of computers and CD-ROM technology. Academic background in English and American literature and/or women's studies preferred.

We offer a competitive salary and excellent benefits including 24 days vacation and tuition remission. Send your resume and 3 references to: Employment Supervisor, Barnard College, 3009 Broadway, New York, NY 10027. Equal Opportunity Employer.

## DIRECTOR OF ENVIRONMENTAL SAFETY AND HEALTH

LSU Medical Center - New Orleans

### ANTICIPATED VACANCY

This is a position with significant managerial responsibility to coordinate and direct all aspects of the safety programs of the LSU Medical Center—New Orleans including occupational, fire, radiologic/nuclear, biohazards, hazardous waste disposal, environmental conditions, etc.

**Minimal Acceptable Qualifications:** Undergraduate or graduate work in engineering, science, safety or health. Master's degree in an appropriate field, terminal degree also acceptable. Three years' general and three years' specialized experience in the Occupational Safety field with significant administrative/managerial experience, preferably in an Academic Health Sciences Center.

Submit applications with resume and three references by July 10, 1992 to:

Vice Chancellor Institutional Services  
LSU Medical Center  
433 Bulwer Street  
New Orleans, Louisiana 70112

LSU Medical Center is an EEO/AA Employer.

St. Joseph's University, St. Joseph, Ohio 44586 phone 614-283-6124.

Nutrition Assistant Professor, 12 month, teaching position in the Department of Clinical Dietetics available July 1, 1992.

Responsibilities include: coordinating undergraduate clinical nutrition course, providing students in the clinical setting, and assisting with other department courses and activities. Qualifications for the position: Registered Dietitian, M.S.

## ASSISTANT DEAN CUNY MEDICAL SCHOOL

The Assistant Dean for Administration/Planning and Special Projects is the senior administrative officer for the CUNY Medical School/Sophie Davis School of Biomedical Education. Under the supervision of the Dean, this individual manages business and administrative support services including: budget development and control; accounting and fiscal reporting; personnel services; legal affairs; purchasing; facilities development; space and program planning; and institutional planning and evaluation. The Assistant Dean will supervise a staff of 8-10 individuals.

**Responsibilities include:** Assist the Dean with the planning/implementation of LCME accreditation strategies/activities. With the Dean, plan administrative linkages with GME programs to support the undergraduate medical requirements in concert with affiliated hospitals. Manage personnel services to include facilitating appropriate appointments; review/processing of HEO screening materials; salary/performance evaluation administration; and coordination of affirmative action activities. Develop, implement and evaluate space/facility plans to support the clinical, teaching, and faculty requirements of the School.

The successful candidate must have an advanced degree (Masters or Doctorate) and prior senior level management experience, preferably in higher education or medical education institutions. Knowledge and understanding of grant management also desired. Candidates must possess superior interpersonal communication skills (written and oral) as well as solid experience in staff supervision and development.

Salary \$48,310-\$66,310, commensurate with qualifications and experience. Please send your resume and three references by June 26, 1992 to: Dean Stanford A. Roman, Jr., M.D., CUNY Medical School, Room J-909

**CITY COLLEGE OF NEW YORK**  
188th Street and Convent Ave.  
New York, New York 10031  
An A-A-E Employer M/F

## ACTFL

6 Executive Plaza, New York, NY 10021 • (212) 692-8930 • FAX: (212) 692-8775

### DIRECTOR OF PROFESSIONAL DEVELOPMENT at ACTFL HEADQUARTERS

Applications are now being accepted for the position of Director of Professional Development, THE AMERICAN COUNCIL ON the TEACHING OF FOREIGN LANGUAGES, INC. ACTFL is a national, non-profit service organization for language professionals at all educational levels, with a membership of 6,000.

The Director will manage all aspects of the Professional Development Program, including preparation of the schedule, coordination of consultants, production of brochure, organization of self and special-request workshops, supervision of entire ACTFL ORAL PROFICIENCY INTERVIEW Certification Program, and marketing of workshops. In addition, expertise will be utilized to explore new topics for funded projects and the design of new workshops. Travel is required.

Applicants must be language professionals familiar with the proficiency movement and have a minimum of three years' experience in a managerial capacity. Candidates should possess excellent oral and written communication skills and should have strong interpersonal and organizational abilities.

Review of applications will begin July 8, 1992. Send cover letter and resume to:

Rosemarie Raffe  
ACTFL  
6 Executive Plaza  
Yonkers, New York 10701

ACTFL is an EQUAL OPPORTUNITY EMPLOYER.

## DIRECTOR OF INTERNAL AUDIT

### The University of Alabama at Birmingham

The University of Alabama System seeks a director for The University of Alabama at Birmingham Office of Internal Audit. The University of Alabama at Birmingham is a major urban university with annual expenditures of \$800 million. Sponsored research expenditures exceed \$100 million.

The Director is responsible for designing and executing a comprehensive internal audit plan including the BBO bad University Hospital. The successful candidate will have a graduate degree and an earned certification in a relevant field. Experience in administration or auditing in a medical/research environment is highly desirable. The position is available immediately.

Please send nominations or applications to:  
Dr. Warren H. Spruill, General Auditor  
The University of Alabama System  
629 Queen City Avenue  
Tuscaloosa, AL 35408

The University of Alabama System is an Equal Opportunity, Affirmative Action Employer.

Search Committee, Department of Clinical Dietetics, University of North Alabama Health Sciences Center, P. O. Box 5090, Florence, Alabama 35630. Send your resume and three references by June 26, 1992, or until adequate applicant pool is achieved. Send resume and references to: Search Committee, Department of Clinical Dietetics, University of North Alabama Health Sciences Center, P. O. Box 5090, Florence, Alabama 35630. Equal Opportunity Employer.

Pathology Instructor: We are seeking a qualified individual for the position of In-

## Search Reopened DIRECTOR OF INSTITUTIONAL ADVANCEMENT

### Salem-Teikyo University

Salem, West Virginia

Salem-Teikyo University, a non-profit educational institution with an international student body comprised of half American students and half Japanese and other foreign students, seeks a Director of Institutional Advancement. The Director will conduct the University's fund-raising programs and coordinate the alumni and communications programs. Salem-Teikyo University's unique mission—preparing world citizens to become the leaders of tomorrow with an international perspective—has brought considerable national media attention to the campus and a very healthy student enrollment.

The University seeks an energetic, innovative individual with exceptional motivational and interpersonal skills. Ideal candidates will have 4-7 years' development experience in higher education. A bachelor's degree is required—CFRE is helpful. This position provides the opportunity for a current Assistant Director to become a Departmental Director.

Interested, qualified candidates should send resume, 3 professional references, and salary requirements for consideration; interviews will begin July 15, 1992.

Slaley/Robeson/Ryan/St. Lawrence, Inc.  
Suite 315  
1990 M Street, N.W.  
Washington, D.C. 20036

## Director of Institutional Research

### Sacred Heart University

Established in 1863, Sacred Heart University is a co-educational institution of higher learning in the Catholic intellectual tradition. The University's primary objective is to prepare men and women to live in and make their contributions to the human community. With a student population of 4,600, the University offers 24 Bachelor's and five Master's degrees. Entering the fourth year of an aggressive Strategic Plan, the University is adding academic programs, on-campus residential housing, a state-of-the-art computer center and network, and a new recreational complex. Sacred Heart University seeks an experienced professional to handle its statistical reporting needs to support the planning and management of the University. The Director will gather data, perform necessary statistical analysis and prepare reports to service both internal and external constituents. A Master's degree is required with a Doctorate in statistics or research preferred. Strong computer and report writing skills are a necessity as is at least three years of relevant research experience in higher education. Qualified applicants may send a letter of application, two copies of a resume and references by July 10, 1992, to:



Dr. Anthony J. Carnera  
President  
Sacred Heart University  
5181 Park Avenue  
Fairfield, CT 06430

Sacred Heart University is an Equal Opportunity, Affirmative Action Employer.

## UCLA SCHOOL OF NURSING

### Associate Dean for Administration

We are seeking a thoughtful, productive, collaborative manager to provide integrated, cost-effective financial and administrative services in support of the School's academic mission. Reporting to the Dean, this position manages the School's fiscal affairs, staff personnel, allocation of space and equipment, and public relations and development coordination.

Qualified applicants must have a Baccalaureate in Nursing, Master's and Doctorate in Nursing or related area. Detailed knowledge of nursing curriculum and clinical practice. Senior level management experience with demonstrated skill in financial planning and analysis, budgeting, cost control and institutional analysis. Demonstrated skill in strategic planning and in managing complex human resource issues. General knowledge of management information systems. Demonstrated oral and written communication, writing, and interpersonal skills. Salary dependent upon qualifications. Excellent benefits package.

Please send vita with cover letter indicating qualifications for the position to: Dr. Ada M. Lindsey, Dean, UCLA School of Nursing, 2256 Louis Pasteur Building, (Dm. C), 10833 La Cienega Avenue, Los Angeles, CA 90024-1702. An Affirmative Action Employer.



## DEAN OF THE COLLEGE OF LETTERS AND SCIENCE

### University of Wisconsin-Madison

The University of Wisconsin-Madison, one of the most distinguished educational and research institutions in the nation, invites applications and nominations for the position of Dean of the College of Letters and Science. The College of Letters and Science is the largest academic unit within the University. The College consists of 45 academic and professional departments, a wide array of academic programs abroad, and interdisciplinary instructional and research centers. The College has approximately 900 faculty, 700 academic staff, 4,700 graduate students, and 17,400 undergraduate students. The total budget is \$150 million, of which \$117 million is for instruction and research. In 1991, the College received 464 federal awards totaling nearly \$48 million. The College has a long-standing commitment to excellence. Thirty-one departments and programs within the College of Letters and Science are ranked in the top ten nationally, and five departments are ranked number one. Five Nobel Prizes have been awarded to College faculty and alumni, and 14 current faculty are members of the National Academy of Sciences.

The Dean of the College of Letters and Science serves as the chief academic and executive officer of the College with responsibility for staffing, budget, curriculum, student academic affairs, and space management. Primary qualifications for this position include a successful record of administrative management and leadership in higher education; academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment at the rank of full professor in the University of Wisconsin-Madison faculty; a commitment to the diverse mission of a major public university, including undergraduate and graduate instruction, research, public service, and outreach and the ability to relate to external constituencies.

The position is available January 1, 1993. Applications and nominations should be received by September 30, 1992, to ensure consideration. Submit applications and nominations to:

Professor Peter D. Spear, Chair  
Search and Screen Committee  
Dean of the College of Letters and Science  
University of Wisconsin-Madison  
134 Bascom Hall, 500 Lincoln Drive  
Madison, WI 53706  
Telephone: (608) 262-9337

The University of Wisconsin-System is an Equal Opportunity, Affirmative Action Employer.

## Director of Development

A professional development officer is sought for a key position in the University's \$75-million-dollar campaign. Reporting to the University's Director of Development, this person will be responsible for Major Gift solicitation for the College of Engineering and Applied Science. Five years' experience, including some campaign experience, is sought. Some engineering or hard science background is a plus. Inquiries should be addressed to the Assistant Personnel Director, University of Rochester, Box 638, Rochester, NY 14842.

Equal Opportunity Employer (M/F)

## UNIVERSITY OF ROCHESTER

## MANAGER FOUNDATION FUND RAISING



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17167 Owings Mills Blvd.  
Owings Mills, MD 21117

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## VICE PRESIDENT FOR ENROLLMENT MANAGEMENT & DEAN OF ADMISSION

### The Position

The Vice President for Enrollment Management and Dean of Admission is an executive level position reporting directly to the President. This person is responsible for admission, financial aid, and retention. Bethany College offers a highly competitive salary and benefit package.

### Preferred Qualifications

Bethany seeks candidates who have skills in organization and implementation, data analysis, budget management, and a thorough knowledge of admission and student financial aid policies and regulations. Strong communication and interpersonal skills, as well as the ability to operate within a team-oriented environment, are essential. Proven success in a liberal arts institution is preferred.

### Bethany College

Bethany, a private, selective, four-year, residential liberal arts college, is located in the northern panhandle of West Virginia, less than an hour from Pittsburgh, Pa. Founded in 1840, Bethany is the Mountain State's oldest degree-granting institution of higher learning. Bethany College is a Carnegie Foundation Liberal Arts Institution. Bethany's student body is comprised of students from over 30 states and 17 foreign countries. Located in a designated historic district, Bethany College has five National Register buildings on College property.

### Application Procedure

A letter of application, or nomination, should be sent to: President's Office, Bethany College, Bethany, WV 26032. The processing of applications will begin in mid-June.

Bethany College is an equal opportunity employer.

## Bethany College

Established 1840 • Bethany, West Virginia



### Senior Associate Dean for Clinical Programs

The Medical College of Wisconsin invites applications and nominations for the position of Senior Associate Dean for Clinical Programs. The Senior Associate Dean for Clinical Programs reports directly to the Dean and is responsible for the overall integration of clinical programs among the College's seventeen clinical departments, as well as for the management of its outpatient clinical facilities, patient billing office, clinical marketing and managed care programs. Applicants for this position should possess an M.D. degree. Qualifications for this position include excellent administrative and negotiating skills and prior experience in an academic health care environment.

The Medical College of Wisconsin is located on the 240-acre campus of the Milwaukee Regional Medical Center. The College is a private, free-standing medical school with a public mission: excellence in education, research, patient care and community service.

Applications and nominations, which will be considered in confidence, should be directed to:

Robert L. Meier, Director, Faculty Affairs  
Medical College of Wisconsin  
8701 Watkinson Plank Road  
Milwaukee, Wisconsin 53226

The Medical College of Wisconsin is an Equal Opportunity, Affirmative Action Employer, M/F/D/V.  
Women and minority candidates are encouraged to apply.

**Psychology:** One-year temporary replacement to teach Introduction, Developmental, and Psychological Psychology. Research Design and Experimental Methods, and Learning and Memory. Master's degree required. Ph.D. preferred. Send letter of application to Dean, July 1, position opens July 1. Send letter of application to Dean, July 1, position opens July 1. Send letter of application to Dean, July 1, position opens July 1.



## Search Extended PROVOST

Incoming President Leslie H. Cochran has extended the national search process for nominations and applications for the position of Provost at Youngstown State University. YSU has seven schools/colleges: College of Applied Science and Technology, College of Arts and Sciences, Williamson School of Business Administration, School of Education, William Rayen School of Engineering, College of Fine and Performing Arts, and the Graduate School, and enrolls approximately 15,000 students.

The Provost is the principal academic officer, reports to the President, and is responsible for supervision of all instructional activities and faculty relations in conformity with the policies of the Board of Trustees and the directions of the President. He/she will be responsible for leadership in maintenance of academic standards, academic and institutional planning, budget development, and development and coordination of instructional, scholarship, and research activities. The successful candidate will demonstrate collegial leadership qualities to work effectively within a decentralized mode of administration.

**Minimum Qualifications:** An earned doctorate, with a distinguished record of teaching and scholarship; extensive academic administrative experience commensurate with an appointment as senior academic officer; experience in securing new undergraduate and graduate degree programs; an understanding and sensitivity to the unique role and mission of a metropolitan university; familiarity with professional accreditation procedures and guidelines; and demonstrated commitment to equal opportunity and affirmative action.

**Salary:** In competitive and will depend upon the qualifications of the successful candidate.

**Date Available:** January, 1993. To be assured full consideration, send nominations and letters of interest with curriculum vitae, and a letter of support, to: Executive Director of Personnel Services, Youngstown State University, 1000 N. State St., Youngstown, OH 44555.

Youngstown State University is an Affirmative Action, Equal Opportunity Employer. Minorities and women are encouraged to apply. (Applications for employment and all supporting materials are subject to disclosure under Section 149.43(B) of the Ohio Revised Code.)

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**Vice President for Student Life, Saint Mary-of-the-Woods College, Saint Mary-of-the-Woods, Indiana 47676. Deadline for application: July 30, 1992. EOE.**



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### BULLETIN BOARD: Positions available

## VICE CHANCELLOR FOR FACULTY AND STAFF RELATIONS The City University of New York

The City University of New York invites applications and nominations for the position of Vice Chancellor for Faculty and Staff Relations.

The City University of New York, the nation's leading urban university, is a multi-campus, multi-ethnic, publicly-funded system, comprising nine senior colleges, seven community colleges, a technical college, a graduate school, a law school, a school of biomedical education, and an affiliated medical school. More than 200,000 students are enrolled in academic programs, ranging from the associate to the doctoral degree, offered at campuses located throughout the five boroughs of New York City. The City University of New York has a full- and part-time staff of 26,000, including about 17,000 instructional staff, of whom approximately 6,200 hold faculty rank. Ninety-eight percent of University employees are represented by unions, with instructional staff represented by the Professional Staff Congress/CUNY (an AAUP and AFT affiliate), and the classified staff represented by a dozen unions, including District Council 37 (AFSCME), Local 237 (IBT), and locals of the SEIU, IATSE, and various craft unions.

The Vice Chancellor for Faculty and Staff Relations is the University system's senior administrator for personnel issues and its chief labor relations officer. In consultation with a broad range of University constituencies, he or she is responsible for monitoring and evaluating policy regarding faculty and staff relations at the twenty campuses and professional schools, and developing, interpreting, and implementing personnel policy for the Chancellor, the Board of Trustees, and the President. The Vice Chancellor serves as the Chancellor's representative in all internal and external negotiations regarding instructional and non-instructional personnel matters, including negotiation of collective bargaining agreements. The Vice Chancellor's responsibilities also include strengthening and implementing policies that enhance the City University's commitment to equal opportunity for its faculty and staff.

The Vice Chancellor for Faculty and Staff Relations supervises a staff of approximately forty employees. is a member of the Chancellor's Cabinet, serves as one of 11 trustees of the PSC-CUNY Welfare Fund, and serves as staff to the Board of Trustees' Committee on Faculty, Staff, and Administration. Members of the Office of Faculty and Staff Relations meet regularly with such campus groups as Labor Designees, Affirmative Action Officers, and Personnel Directors.

Leading candidates will typically have:

- A demonstrated commitment to access and excellence and to urban, public higher education in a multi-cultural, multi-ethnic city;
- A demonstrated commitment to equal employment opportunity, affirmative action, and the promotion of cultural pluralism;
- A law degree, an earned doctorate, or a terminal degree in an appropriate field is desirable;
- A record of significant leadership managing professional and staff relations in a complex organization, with substantial experience in and knowledge of collective bargaining, pension, health, and welfare benefits, and government regulations regarding affirmative action guidelines;
- An ability to work effectively and collegially with a range of University constituencies; and
- Excellent writing and speaking skills.

The position is available on completion of the search. The review of applications will begin on August 28, 1992, and will continue until an appointment is recommended. Salary is \$99,750 per annum. The City University of New York, an Equal Opportunity/Affirmative Action Employer, with a strong commitment to racial, cultural, and ethnic diversity, actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

**Applications:** Applicants should send (1) a letter expressing their interest in the position, (2) their curriculum vitae, and (3) the names, titles, addresses, and telephone numbers of five references (references will not be contacted without the applicant's prior permission).

**Nominations:** Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae.

Applications and nominations should be sent to:

President Augusta Souza Kappner, Chairperson

Search Committee for a Vice Chancellor for

Faculty and Staff Relations

The City University of New York

535 East 80th Street, Room 110

New York, NY 10021

**Additional Information:** Please call Dr. Brenda Spatt, Associate Dean for Executive Search and Evaluation, at (212) 794-5740; Fax: (212) 794-5586. All inquiries, nominations, and applications will be held in strictest confidence.



Wayne State University

## ASSISTANT VICE PRESIDENT Facilities Planning & Management

Wayne State University is an urban research institution with over 100 buildings situated on approximately 185 acres in Detroit, Michigan. WSU is seeking an experienced facility manager for the position of Assistant Vice President for Facilities Planning and Management.

The Assistant Vice President directs planning efforts including budgeting, capital project requests, architect selection, design supervision, campus planning and interior design, plus physical plant operations including construction, rehabilitation, maintenance, custodial and grounds. Wayne State University is a leader in recognizing and funding deferred maintenance needs.

The facilities workforce consists of 150 employees represented by 8 unions. The Assistant Vice President reports directly to the Senior Vice President for Administration and Finance.

A bachelor's degree in architecture or engineering, five to seven years of applicable managerial experience in the public sector, and professional registration are required. An advanced degree in engineering or architecture, university experience, and demonstrated success in a unionized environment are desirable.

Salary and benefits are attractive. Position available July 15, 1992. Please send resume and salary history to the address listed below:

Wayne State University  
Employment Services  
100 Antoinette, Room 263  
Detroit, MI 48202  
Posting #774

Wayne State University is an affirmative action, equal opportunity employer.

**Residence Life Hall Manager, Housing and**  
 Residence Life, New Mexico State University  
 The Hall Manager has overall responsibility for the daily operational management of a residential area housing approximately 200 students. Duties include staff selection, training and supervision; reporting and follow-up with physical plant con-

(Commensurate experience will be considered.) Remuneration for full-time position is \$11,621.26 in salary and all applicable university benefits. Please forward a copy of applications: June 26, 1992 (or until position is filled). Reply by June 26, 1992. Send letter of application, resume, and three references by June 22, 1992 to: Gretta Hendrich, Director of Residence Life, Stoughton College, 200 East Main Street, Stoughton, MA 01559. Stoughton College is an Equal Opportunity Employer.

**Residence Life Area Coordinator, Illinois College, Illinois.** The Area Coordinator is responsible for the overall administration of the student development and housing components of a residence hall. Specific duties include the coordination of Hall Councils and programmatic efforts; enforcement of college regulations; service as a Judicial Hearing Officer; administration of area operations, budgets, room assignments; personal counseling; coordination of an area office; provision of leadership and training to area staff; and the chairing of a department-wide committee. In addition, the Area Coordinator will select, train, and supervise four full-time, professional Residence Directors; one full-time Residence Director; and 40+ Resident Assistants and student office assistants. The successful candidate will also have the opportunity to teach a college-level course in Diversity Awareness. A Master's Degree in Student Personnel or a related field and professional experience is required. Two to four years of full-time professional residence hall experience is preferred. The appointment is a twelve-month, live-out position, effective August 1, 1992. Salary will be \$40,000. Please send resume and salary history to the address listed below:

Wayne State University  
Employment Services  
100 Antoinette, Room 263  
Detroit, MI 48202  
Posting #774

**Residence Life Area Coordinator, Illinois College, Illinois.** The Area Coordinator is responsible for the overall administration of the student development and housing components of a residence hall. Specific duties include the coordination of Hall Councils and programmatic efforts; enforcement of college regulations; service as a Judicial Hearing Officer; administration of area operations, budgets, room assignments; personal counseling; coordination of an area office; provision of leadership and training to area staff; and the chairing of a department-wide committee. In addition, the Area Coordinator will select, train, and supervise four full-time, professional Residence Directors; one full-time Residence Director; and 40+ Resident Assistants and student office assistants. The successful candidate will also have the opportunity to teach a college-level course in Diversity Awareness. A Master's Degree in Student Personnel or a related field and professional experience is required. Two to four years of full-time professional residence hall experience is preferred. The appointment is a twelve-month, live-out position, effective August 1, 1992. Salary will be \$40,000. Please send resume and salary history to the address listed below:

Wayne State University  
Employment Services  
100 Antoinette, Room 263  
Detroit, MI 48202  
Posting #774



## VICE PRESIDENT FOR ACADEMIC AFFAIRS Centenary College Hackettstown, New Jersey

Centenary College invites applications for the position of Academic Vice President. As the chief academic officer, the VPAA reports directly to the President and oversees all academic and related programs at the College.

**THE POSITION:** Besides supervising the teaching faculty, the VPAA oversees the operations of the library, the Academic Skills Center and the Computer Center. He/she serves with other senior management on the President's Executive Staff. The Academic Vice President also serves regularly on important standing and ad hoc college committees and works closely with the Vice President for Enrollment Management.

**THE COLLEGE:** Centenary is celebrating its 125th year as the only baccalaureate institution in northern New Jersey. Serving a diverse population of ca. 1,000 full and part-time students, the College offers 20 majors in both the traditional liberal arts and career fields. The campus is located in the scenic foothills of the Pocono Mountains in a residential town that is 60 minutes from New York City and 90 minutes from Philadelphia. The College also owns and operates for its nationally famous Equine program a 68-acre equestrian facility.

### QUALIFICATIONS:

- An earned Doctorate
- A record of both scholarly achievement and teaching success
- Proven ability to lead effectively, take the initiative, and produce results
- Capacity and enthusiasm to direct an academic program with both traditional and innovative components

**PROCEDURE:** The screening process will begin July 1. Applications will be accepted until the position is filled. Since the review process will be rigorous, candidates are encouraged to submit a full dossier with references to accompany their vitae. Candidates are particularly encouraged to submit one piece of supplementary material which demonstrates either their particular or additional qualifications for the position — e.g., a statement of academic philosophy, description of any additional skills of institutional importance (grant writing, strategic planning, etc.), a brief sample of publication, etc. Salary commensurate with ability and experience; excellent fringe benefits. Starting date negotiable.

Send all material to: Dr. John A. Shayner, Executive Assistant to the President, Centenary College, 401 Jefferson Street, Hackettstown, NJ 07840.

Affirmative Action/Equal Opportunity Employer

## WILLIAM RAINY HARPER COLLEGE Vice President of Academic Affairs 25 Years of Excellence

William Rainey Harper College is a comprehensive two-year community college located in Chicago's northwest suburbs. Harper College opened its doors in 1967 with an enrollment of approximately 1,700 students. Harper is celebrating its 25th anniversary with more than 27,000 students of all ages participating in credit, continuing education, and extension courses at the Harper campus and other locations throughout the district. In meeting the varied and changing educational needs of district residents, Harper College continues to be a dynamic institution, a community college in the truest sense of the term. Career opportunities are available at Harper College for individuals who have a commitment to the very highest standards in education.

We are currently seeking candidates for the Vice President of Academic Affairs. This position plans, coordinates and directs the overall functions of the Academic Affairs area in accordance with the Board of Trustees' policy and as required by law. Areas of responsibility include six academic divisions, the learning resources center, corporate services, and community and program services.

Candidates should possess an earned doctorate in an appropriate field, along with successful experience in college level teaching and demonstrated accomplishments as an academic administrator, preferably in a community college of comparable size and scope. Start date preferably in September 1992 or as mutually determined. Formal application, letter expressing interest in the position, along with current resume and three letters of recommendation should be received by July 31, 1992.

Send all application materials to:

Police Aide  
Executive Assistant to the President  
William Rainey Harper College  
1200 W. Algonquin Road  
Palatine, IL 60067-7088

William Rainey Harper College is an Equal Opportunity Employer. Women, minorities and persons with disabilities are encouraged to apply.

See documents for Professor James McIntyre, Department of German and Russian, College College, Waterville, Maine 04091. Review of applications will begin June 29 and continue until the position is filled. We are an AA/EEO employer and encourage applications from women and minorities.





## PROVOST

### North Carolina State University

North Carolina State University invites applications and nominations for the position of Provost. The Provost is the chief academic officer.

UNIVERSITY: NCSU is a Research University I and part of the Research Triangle. Sharing the distinctive character of land-grant universities, it is preeminent as a national center for research, teaching and extension. It offers degree programs through the Colleges of Agriculture and Life Sciences, Education and Psychology, Engineering, Forest Resources, Humanities and Social Sciences, Physical and Mathematical Sciences, Textiles, Veterinary Medicine, and its School of Design. A College of Management is proposed to open July 1, 1992. These colleges and schools offer baccalaureate degrees in 89 fields, master's degrees in 80 fields, and doctoral degrees in 31 fields. As the state's largest academic institution, it enrolls over 27,000 students, conferred more than 4,500 degrees in 1991, and has a total operating budget of over \$475 million. Students at the University come from 50 states, three U.S. territories, and more than 90 foreign countries.

The University has approximately 3,000 faculty and other professional personnel. Distinguished faculty include members of the National Academy of Science, the National Academy of Engineering, and a number of international academies. Recognized as one of the nation's leading universities in science and technology, the University is ranked 6th among all universities in industry-funded research and 36th in total expenditures for research and development, and its library is a member of the Association of Research Libraries. NCSU hosts more than 35 interdisciplinary research and technology transfer programs, including the newly established Mars Mission Research Center, NSF Center for Advanced Electronic Materials Processing, Center for Accessible Housing, Center for Integrated Pest Management, and the Precision Engineering Center.

NCSU is expanding its research and teaching capabilities as the new 1,000-acre Centennial Campus development, a model for the modern research university, an academic city. The architectural building blocks will be 12 mixed-use clusters containing laboratories, classrooms, residential facilities, plazas, and courtyards. The configuration is designed to foster multidisciplinary research and to promote creative interaction between NCSU scientists, students, and researchers and entrepreneurs from the private sector.

NCSU passed a milestone in its history when it recently established the first \$1 million endowed professorship. Since that time NCSU has received gifts to create more than \$1 million professorships. In 1991-92 NCSU received more than \$45 million in private sector support. This level of support provides the University with great confidence as it completes a second capital campaign of approximately \$230 million in 1993.

**RESPONSIBILITIES:** The Provost, as the principal academic officer, reports to the Chancellor and is responsible for the development of all academic programs and policies in the academic divisions of the University. The Provost works closely with, and receives advice from, the Deans of the schools/colleges, Faculty Senate, Vice Chancellors, and appropriate University standing committees. The Provost will be responsible for developing conditions for teaching, research, and extension activities which are used to establish funding priorities. The Provost is responsible for the formulation of the annual budget, biennial budget request priorities, and space allocation and planning among the academic divisions of the University. The Provost is expected to demonstrate vision and creativity in planning and implementing academic programs and in working with faculty, students, and staff to articulate the academic philosophy and intellectual and ethical values of the University.

**QUALIFICATIONS:** The individual must be a scholar and have academic credentials that merit appointment as a full professor with tenure. Minimum qualifications include an earned doctorate, a Ph.D. in a field in which the applicant's area of study; distinguished record as a faculty member, including teaching and sustained scholarly activity; successful administrative experience, including budget formulation and allocation; understanding of and participation in a public research university; and a dedication to equal opportunity. Experience in a significant leadership role at a research university is desirable.

**APPLICATIONS:** Salary and benefits are competitive and commensurate with experience and qualifications. Applicants should submit a letter of interest and a detailed curriculum vitae. Nominations and applications will be accepted until September 1, 1992 or until a suitable candidate is found with interviews to begin in the fall. The position is expected to be filled by July 1, 1992. All correspondence should be mailed to: John T. Kanipe, Jr., Executive Secretary, Provost Search Committee, North Carolina State University, Box 7001, Raleigh, North Carolina 27697-7001. Fax: 919/515-7740. The search committee is being assisted by Dr. John H. Kuhnle of Korn/Ferry Int., phone: 202/822-9444. NCSU is dedicated to affirmative action and equal opportunity and does not condone discrimination in any form.

**Social Sciences:** Director, Division of Social Sciences, Tallahassee Community College. Candidates are being sought for the position of Director of the Division of Social Sciences (vacancy number B2501). Candidates must have the minimum of a Master's degree from a regionally accredited institution with a major in one of the social sciences disciplines (anthropology, economics, geography, history, political science, psychology, or sociology). A minimum of five (5) years of successful full-time postsecondary teaching experience is required. Three (3) additional years of successful administrative experience is also required. Community college experience is preferred. This is a twelve (12) month administrative position with a salary that is competitive and commensurate with experience and credentials. Please send letter of application, current resume, and official or unofficial transcripts. Also include a list of names, addresses, and phone numbers of three references. All paperwork must be received or notified no later than Thursday, June 15, 1992. Personnel Office, Tallahassee Community College, 444 Applegate Drive, Tallahassee, Florida 32304-2995. (904) 922-7825 ext. 210. Tallahassee Community College is an Equal Opportunity, Affirmative Action Employer. Minorities and women are encouraged to apply.

**Social Work:** Tallahassee State College—Alachua County. The Provost, Nominations and applications are requested for one person to fill the position of Provost. Preferred areas of teaching: (1) practice and HSSE foundation courses and (2) mental health, prevention, school social work, families and/or health in the program. An earned doctorate in social work or a related field, 2+ years of post-MSW experience, and demonstrated competence in teaching at the MSW and JBSW level preferred. Applicants should submit letter of application, vita, and four references to Search Committee Chair, Department of Social Work, Tallahassee State College, P.O. Box 1900, Tallahassee, Florida 32304-2995. The position will remain open until filled. Tallahassee State College is an equal opportunity employer.

**Special Education:** August 1, 1992, tenure-track, assistant professor. Earned doctorate in education. Send three letters of reference, and transcripts to: Cheryl C. Clark, Department of Special Education, Tallahassee State University, Tallahassee, Florida 32304-2995. Fax: 904/922-7825. The position will remain open until filled. Tallahassee State College is an equal opportunity employer.



## VICE PRESIDENT FOR UNIVERSITY RELATIONS Florida State University

Nominations and applications are invited for the position of Vice President for University Relations.

The Florida State University is a public, fully accredited, coeducational institution of the nine-member State University System of Florida, located in Tallahassee, Florida's capital city. It is a comprehensive, graduate-research university offering undergraduate, graduate, advanced graduate, and professional programs of study, conducting extensive research, and providing service to the public. Its primary role is to serve as a center for advanced graduate and professional studies while emphasizing research and providing excellence in undergraduate programs.

The Vice President provides executive leadership for the University's governmental relations at the local, state and federal levels, private fund-raising activities, and the development of policies and procedures to facilitate the general advancement of the University. The Vice President oversees the work of the Office of Governmental Relations, and together with the appropriate boards, oversees the direct support organization of the University including the Florida State University Foundation, the FSU Alumni Association, and the Seminole Boaters.

The Vice President interprets, promotes, and advocates the work of the University to the several constituencies and facilitates the responses of the University to the expressed interests, needs and concerns of those groups. The incumbent also works with officers of other colleges and universities in both the public and private sectors and maintains close relationships with the University System Office, the other institutions in the State University System of Florida and the Florida public community colleges to achieve state-wide goals and objectives.

The successful candidate must have an established record of success in higher education administration or other appropriate professional experience with demonstrated leadership in policy formulation, governmental relations, fund raising and the coordination of separate operational units. He or she must also demonstrate an ability to delegate responsibility and authority, to supervise professional staff, and to inspire others to creative and effective performance. The Vice President must also have an appreciation for the teaching, research and service missions of the University, a sensitivity to the diversity of the University community, and a commitment to supporting affirmative action.

Salary is competitive and commensurate with experience and credentials. In addition, Florida State University offers an attractive long-term benefits and retirement package.

Nominations and applications should be sent to:

Professor Leo Sandron, Chair  
Search Committee for University Relations  
President's Office, R-10, 2nd Floor  
Tallahassee, Florida 32306  
(904) 944-0172

Nominations should be received by June 22, 1992. Completed applications, consisting of a letter of application, a resume and four letters of reference, must be received no later than June 18, 1992.

The "Government in the Sunshine" laws of the State of Florida require that all documents related to the search process, including letters of nomination and application be available for public inspection. All meetings of the Search Committee will be open to the public.

The Florida State University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

## Provost and Vice Chancellor for Academic Affairs THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA

The University of Tennessee at Chattanooga (UTC), a comprehensive metropolitan institution, invites nominations and applications for the position of Provost and Vice Chancellor for Academic Affairs.

UTC is one of four primary campuses of the University of Tennessee, one of the oldest land-grant universities in the nation. Since its founding as Chattanooga University in 1849, The University of Tennessee at Chattanooga has developed a commitment to excellence which has won it an unusual blend of the private and public traditions of American education. In 1969, the University of Chattanooga and Chattanooga City public school districts merged to form the University of Tennessee at Chattanooga. The University's wide range of academic programs and is currently valued at more than \$55 million.

The Provost and Vice Chancellor, who reports directly to the Chancellor and serves as Acting Chancellor in his absence, is responsible for providing leadership and management for all academic and academic support areas of the University. As the University's chief academic officer, the Provost and Vice Chancellor oversees academic quality, an environment conducive to collegiality, diverse views, and open discussion. He or she is responsible for the development of the University's academic policies and procedures and for the implementation of these policies and procedures.

Currently reporting to the Provost and Vice Chancellor for Academic Affairs are the Deans of Admissions and Records, Arts and Sciences, Business Administration, Continuing Education, Education, Engineering, Health and Human Services, and the University of Tennessee at Chattanooga. The Provost and Vice Chancellor is responsible for the development of the University's academic policies and procedures and for the implementation of these policies and procedures. The Provost and Vice Chancellor is also responsible for the development of the University's academic policies and procedures and for the implementation of these policies and procedures.

Candidates for the position must possess a Ph.D. in a recognized academic discipline, a proven record of broad, progressive, and substantive administrative experience in higher education, and a demonstrated commitment to the University of Tennessee at Chattanooga. A strong commitment to excellence in teaching, research, and creative activities, and public service is expected. Salary is commensurate with qualifications and experience.

Nominations and applications including resume and at least three letters of reference should be submitted to:

Dr. Donald S. Klinefelter  
Chair, Search Committee  
Office of the Chancellor  
The University of Tennessee at Chattanooga  
Chattanooga, TN 37403

Review of applications will commence on August 15, 1992.

The University of Tennessee at Chattanooga is an Equal Opportunity Employer.

Special Education: August 1, 1992, tenure-track, assistant professor. Earned doctorate in education. Send three letters of reference, and transcripts to: Cheryl C. Clark, Department of Special Education, Tallahassee State University, Tallahassee, Florida 32304-2995. Fax: 904/922-7825. The position will remain open until filled. Tallahassee State College is an equal opportunity employer.

Special Education: August 1, 1992, tenure-track, assistant professor. Earned doctorate in education. Send three letters of reference, and transcripts to: Cheryl C. Clark, Department of Special Education, Tallahassee State University, Tallahassee, Florida 32304-2995. Fax: 904/922-7825. The position will remain open until filled. Tallahassee State College is an equal opportunity employer.

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## CLARKSON COLLEGE Education for the Future

Clarkson College, a private coeducational institution offering health science programs delivered to over 700 students via both on-site and distance education modes, is seeking creative, energetic and dedicated professionals for the following positions:

**VICE PRESIDENT FOR STUDENT AFFAIRS**  
The Vice President for Student Affairs is a major participant in college-wide decision-making, reporting directly to the President. The Vice President is responsible for program and services for the enrollment and retention of students and for ensuring the quality and character of student college life. Qualifications: Bachelor's degree with a focus on student development, 15 years of administrative experience, knowledge of the roles and responsibilities of registration and records, financial aid, enrollment management, and residence life. Candidates should have a record of programmatic innovation and institutional problem-solving, and a familiarity with higher education issues.

**DEAN OF PROFESSIONAL DEVELOPMENT**  
The Professional Development Division is one of four divisions reporting to the Vice President for Academic Affairs. In addition to professional advancement programming, the division plans and implements all corporate staff development activities for Clarkson Hospital. Qualifications: Doctorate in educational administration or related field with considerable experience in continuing education programming. The candidate should demonstrate effective managerial, interpersonal and communication skills.

**INSTRUCTIONAL TECHNOLOGIST**  
The Instructional Technologist reports directly to the Vice President for Academic Affairs and is responsible for moving the College forward in the use of technological support of educational delivery and research endeavors. Of prime importance are efforts of the College to serve distant students via non-time and non-place dependent delivery. Qualifications: Master's degree with an emphasis in educational technology, a good understanding of the role of computers in the educational process and the use of related delivery technologies, and ability to work well with faculty, students and administration.

**GENERAL INFORMATION**  
Salary: For each position, salary is competitive and consistent with the level of experience.

Applications: Interested applicants should submit a letter of application, resume and references by July 15, 1992 to:

Office of the President  
Clarkson College  
100 South 4th Street  
Omaha, NE 68101-2715  
800 647-3300  
An Equal Opportunity/Affirmative Action Employer

## THE UNIVERSITY OF CHICAGO Associate Vice President

The University of Chicago seeks a seasoned science administrator familiar with basic research and teaching to serve as liaison between the University and the Argonne National Laboratory, a multipurpose research laboratory it operates under contract with the U.S. Department of Energy.

The Associate Vice President must have the capacity to work collaboratively and collegially with University administration and faculty, the Argonne Board of Governors, the senior management of the Laboratory, the Department of Energy and other government, laboratory and industrial organizations. As an advocate for the University's interest, the Associate Vice President will be the liaison among these groups and keep the Board and other University officials apprised of any significant issues that may affect the Laboratory's operation or impact the University. The Associate Vice President must provide technical and policy expertise to the Board's deliberations. The Associate Vice President also has the opportunity to be an advisor and consultant to the Laboratory's senior management.

The ideal candidate for this position must have excellent interpersonal and organizational skills. Significant university experience, particularly in senior administrative roles, is preferred. The person must be familiar with national science policy issues and have the ability to interact with leaders in research, industry, and government. An intimate understanding of the physical sciences, particularly related to energy, is essential. A Ph.D. in a related field is preferred. Experience with federal contracts and oversight procedures, especially with the DOE, is preferred. Women and minority candidates are especially encouraged to apply.

All inquiries, referrals and resumes should be submitted to: David Walsh, Vice President, Argonne National Laboratory, 334 Boylston St., Suite 500, Boston, MA 02116; phone (617) 262-4500.

The University of Chicago is an Equal Opportunity Employer.

Special Education: August 1, 1992, tenure-track, assistant professor. Earned doctorate in education. Send three letters of reference, and transcripts to: Cheryl C. Clark, Department of Special Education, Tallahassee State University, Tallahassee, Florida 32304-2995. Fax: 904/922-7825. The position will remain open until filled. Tallahassee State College is an equal opportunity employer.

Special Education: August 1, 1992, tenure-track, assistant professor. Earned doctorate in education. Send three letters of reference, and transcripts to: Cheryl C. Clark, Department of Special Education, Tallahassee State University, Tallahassee, Florida 32304-2995. Fax: 904/922-7825. The position will remain open until filled. Tallahassee State College is an equal opportunity employer.

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## PRESIDENT North Georgia College Dahlonega, Georgia

A Senior Unit of the University System of Georgia

The Board of Regents of the University System of Georgia and the Presidential Search and Screen Committee of North Georgia College invite applications and nominations for the position of President. The President reports to the Chancellor of the University System of Georgia and serves as the chief executive officer responsible for managing all facets of the college. The position will be available on March 15, 1993 or as soon thereafter as possible.

Established in 1873, North Georgia College is a co-educational, liberal arts institution, which is designated a Military College by the Department of the Army. Commuter students and females are under no military obligation. Approximately 50% of undergraduate students are dormitory residents. The college has approximately 2,350 undergraduate and 350 graduate students and offers four baccalaureate degrees in 34 academic majors as well as two master's degrees. The college has been experiencing consistent growth in enrollment, over 38% in ten years. The continuing education program enrolls an additional 2,800 participants each year.

North Georgia College is situated on a 120-acre campus and possesses 331 acres of nearby property, most of which is used for recreational purposes. Dahlonega, with a population of approximately 3,000 people, is located in the foothills of the Blue Ridge Mountains, only 7 miles from a National Forest. Noted for its quality-of-life, the Dahlonega area has ready access (one hour drive) to metropolitan Atlanta. North Georgia College has earned an excellent academic reputation on the basis of average freshman SAT scores in the top 4 of 34 state institutions (first among the senior colleges), the highest retention rate of any school in the University System, 120 full military scholarships, a 121 member faculty (73 with Doctorates) and 4 endowed chairs. The college is supported by an active alumni association, an award-winning Student Government Association, and a strong Foundation. North Georgia College is accredited by the Southern Association of Colleges and Schools, the National Council for Accreditation of Teacher Education, and the National League for Nursing.

Among the qualifications and abilities desired in Presidential candidates are the following:

- An earned doctorate or appropriate terminal degree
- Teaching, research, and administrative experience at the college or university level equivalent experience considered
- Evidence of skills in financial management, long-range planning, and resource development
- A commitment to North Georgia College, and its academic, military, and service components
- Intellectual and personal qualities to inspire confidence and respect
- Demonstrated leadership and communication skills

Nominations are encouraged and should include current titles and addresses of nominees. Nominations should be postmarked no later than October 15, 1992. Applications should include a resume and the names, addresses and telephone numbers of at least five references. Applications must be postmarked no later than October 31, 1992. Letters of nomination and applications should be mailed to the following address:

Dr. Thomas Fox, Chair  
Presidential Search and Screen Committee  
North Georgia College  
Dahlonega, Georgia 30597

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## CHANCELLOR UNIVERSITY OF CALIFORNIA SAN FRANCISCO

The President and The Regents of the University of California invite nominations and applications for the position of Chancellor of the University of California, San Francisco campus. The appointment will be effective July 1, 1993.

The University of California, San Francisco, is one of the nine campuses of the University, and the only one devoted solely to the health sciences. It is one of the world's foremost health sciences universities. Its schools of Dentistry, Medicine, Nursing, and Pharmacy and the San Francisco General Hospital have advanced graduate degrees and doctoral degrees in the basic natural and behavioral sciences relevant to health. The campus is a major clinical and research center for cancer treatment, transplantation, AIDS, pediatric specialties and for research in the basic biomedical sciences. The 1991-92 student enrollment is approximately 3,760; faculty and staff number about 16,000. The campus annual budget is approximately one billion dollars.

There are three general acute-care hospitals, an Ambulatory Care Center, and the Langley Porter Psychiatric Institute which is devoted to psychiatric patient care, teaching and research. In addition, the campus has affiliated programs in some 150 institutions throughout California.

The Chancellor is the chief executive officer of the campus and is responsible to the President. Within the scope of University policy the Chancellor exercises very broad delegated powers and is responsible for all aspects of campus administration. Candidates should have demonstrated experience in the administration of substantial organizations, preferably research universities, and should have a strong scholarly record. Applications, accompanied by current resumes, and nominations may be addressed to:

The President  
Attn: Search B  
300 Lakeside Drive  
University of California  
Oakland, California 94612-3860

And should be received no later than July 8, 1992, to be given full consideration.

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## EXECUTIVE DIRECTOR Accrediting Commission for Trade and Technical Schools

The Accrediting Commission for Trade and Technical Schools of the Career College Association (ACTTCS) is national in scope and seeks a highly qualified individual as its Executive Director. The Commission offices are in Washington, DC. Its affiliated schools and colleges are located throughout the United States and Puerto Rico.

**Duties:** Provide leadership, direction and management of the staff and support to the Commission. The primary role of the staff is to carry out the accreditation process, organize and conduct on-site school visits and prepare related reports. The Commission takes action to accredit or otherwise act upon requests and issues of the private schools and colleges who voluntarily seek accreditation. The Executive Director provides continuing oversight of school accreditation and Standards compliance between accreditation reviews.

**Required Qualifications:**  
 • Earned doctorate in education, organizational management, workforce development or related field.  
 • Eight years' experience in private and/or public postsecondary education with emphasis on workforce development.  
 • Five years' successful incumbency in management/supervisory positions.  
 • High degree of interpersonal and communication skills.  
 • Ability to analyze and articulate orally and in written form complex educational workforce and private technical school issues.

**Salary:** A competitive salary and benefits package will be negotiated. To apply, call or write for the application packet. Please do not request application materials unless you meet the required qualifications. Request from:

ACTTCS Search Committee  
760 First Street, N.E.  
Suite 900  
Washington, DC 20002-4242  
Phone: (202) 338-8700

The Accrediting Commission for Trade and Technical Schools of the Career College Association is an equal opportunity employer. Women and minorities are encouraged to apply.

## LANE COLLEGE PRESIDENT

Lane College invites nominations and applications for the position of President of the College with duties commencing in September 1992. Lane College is a private, historically black, church-related (Christian Methodist Episcopal) educational, liberal arts college, located in Jackson, Tennessee, ninety miles east of Memphis.

The Board of Trustees is seeking a broadly-educated person, an effective leader, a skillful administrator, with the energy and vision to lead the college into the 21st Century. Candidates must have evidence to indicate: demonstrated experience in administrative and shared governance; involvement in policy development; strong interpersonal, writing and public speaking skills; a demonstrated strength in fund raising and financial management; a doctorate or other significant educational, scholarship and academic experience; commitment to church-related needs in higher education; understanding of student concerns and student life activities and proven strategic planning ability.

Applications and nominations should be sent not later than July 3, 1992 to:

Presidential Search Committee  
Attn: Mr. James Perkins  
Lane College  
545 Lane Avenue  
Jackson, TN 38301

**Teacher Education:** Due to a late resignation, Wartburg College seeks applications for a tenure-track position in its teacher education program. Required qualifications: earned doctorate in Curriculum and Instruction; Reading, or related area; graduate work in elementary, reading, or early childhood; teaching experience in elementary grades; preferred experience supervising student teachers; willingness to teach general education. Responsibilities: seven courses per year, from Foundations of Education to Advanced Reading, Reading in Content Areas, Educational Technology, Supervision of Elementary Student Teachers, Salary competitive for position. Send letter of application and curriculum vitae to: Assistant Professor, Screening Committee, Wartburg College, 222 Ninth Street, N.W., Waverly, Iowa 50677. AA/EEO.

**Technology Administration:** North Carolina State University, Director of Technology Administration, seeks a Director of Technology Administration, experienced in the management of people, equipment, and software projects, as well as in the management of the University's information systems. The University is a land-grant university established in 1887. The University is located in Raleigh and is an integral part of the Research Triangle complex. Recruitment is approximately 27,500 with 10,000 students in undergraduate degree programs, 4,500 graduate degree programs, and 4,000 in the continuing education programs. University programs and schools include Agricultural and Mechanical Sciences, Design, Education and Health Sciences, Forestry, Human Resources, Humanities and Social Sciences, Physical and Mathematical Sciences, Veterinary Medicine, and the Graduate School. NC State has 530 million in research expenditures and 50 major departments. In 1991-1992, Briefing Office is an integral part of the Office of Research Administration and Extension and the Director reports to the Vice-Chancellor for Research. Specific responsibilities include administration of patents, copyrights, and software policies; management of all intellectual property which includes interface with the Technology Universities LI-

## CEO Washington Research Foundation (WRF)

The Washington Research Foundation (WRF) is an eleven-year-old non-profit technology transfer company with offices in Seattle, Washington. Currently the WRF employs fourteen staff, five of whom are technology licensing associates. As the current President, Mr. Rob Sloman, is moving into the private sector, the WRF Board is seeking qualified applicants to assume management responsibility for this growing organization in the position of CEO.

Specific responsibilities of the CEO include:

- day-to-day direction and management of the WRF licensing and support staff.
- managing the patenting and licensing activities, license administration, information resources.
- faculty outreach, corporate communications and relations with client institutions.
- development of intellectual property policies and procedures.
- provide for the effective administration of the technology transfer process.
- budgeting and financial management.

Qualifications include a minimum of Bachelor's degree in Science or Engineering. Extensive knowledge of science, patent law and licensing of intellectual property is essential.

The position requires sensitivity to the academic ethos while managing an aggressive, complex technology transfer operation. The Foundation has demonstrated success in marketing intellectual property to industry since 1981.

The WRF has non-exclusive technology administration agreements with several academic research institutions in Washington State. The main client is the University of Washington which is the third largest recipient of research dollars in the United States. Approximately half of the research dollars spent at the University of Washington are in the field of Health Sciences.

Interested persons who meet the qualifications should send a résumé and letter of application including a presentation of experience and accomplishments relevant to this position to:

Washington Research Foundation  
Attention: Ms. Ruth Gallion  
Suite 303, 4225 Roosevelt Way N.E.  
Seattle, WA 98105

The Washington Research Foundation is an equal opportunity employer.

## PRESIDENT

The Board of Trustees of the University of Chicago invites nominations and applications for president. Screening of candidates will begin immediately and will continue until an appointment is made. Please send nominations or expressions of interest to: Howard Krane, Chairman, Board of Trustees, P.O. Box 377590, Chicago, IL 60637-9998. The University of Chicago is an Affirmative Action Equal Opportunity Employer.

THE UNIVERSITY OF CHICAGO

**Theatre/Theatre/Director of Theatre:** Assistant Professor, theatre track, or interim position available depending upon qualifications. Send letter of intent, curriculum vitae, and three current letters of recommendation to the major and direct three major productions. Dynamic, experienced leadership/management as may be required by the Vice-Chancellor for Research. Qualifications: Master's degree or equivalent degree in theatre or related field; background and experience in theatrical administration, preferably at a university and must be able to work with research faculty and interest with legal counsel. Applications: Salary and benefits are competitive and commensurate with experience and qualifications. Applications with curriculum vitae and three current letters of recommendation (including salary history) to: Dr. Charles G. Moreland, Chair, Search Committee, North Carolina State University, Box 7003, Raleigh, North Carolina 27697-7003. Applications receive prior to July 15, 1992 will receive first consideration. An Equal Opportunity, Affirmative Action Employer.

**Testing/Measurement/Evaluation Specialist:** The University of Chicago is seeking a Testing/Measurement/Evaluation Specialist for its Education and Evaluation Department located in Indianapolis. The University of Chicago is a land-grant university established in 1887. The University is located in Indianapolis and is an integral part of the Research Triangle complex. Recruitment is approximately 27,500 with 10,000 students in undergraduate degree programs, 4,500 graduate degree programs, and 4,000 in the continuing education programs. University programs and schools include Agricultural and Mechanical Sciences, Design, Education and Health Sciences, Forestry, Human Resources, Humanities and Social Sciences, Physical and Mathematical Sciences, Veterinary Medicine, and the Graduate School. NC State has 530 million in research expenditures and 50 major departments. In 1991-1992, Briefing Office is an integral part of the Office of Research Administration and Extension and the Director reports to the Vice-Chancellor for Research. Specific responsibilities include administration of patents, copyrights, and software policies; management of all intellectual property which includes interface with the Technology Universities LI-

## Chancellor Grossmont-Cuyamaca Community College District San Diego County, California

The governing board of the Grossmont-Cuyamaca Community College District invites applications and nominations for the position of Chancellor.

Located in El Cajon, California, the District includes Grossmont College, a 135-acre campus serving approximately 17,000 students; Cuyamaca College, a 165-acre campus serving approximately 5,000 students; and Theatre East, an outstanding 1,200-seat facility which serves the community with a variety of educational and cultural activities.

**Qualifications:** Education: A master's degree is required; an earned doctorate or M.B.A. is strongly preferred, but not required.

**Preferred Professional Experience:** Demonstrated success in a senior administrative role in a complex organization. Demonstrated technical knowledge and leadership experience in strategic planning, fiscal management, human resources development, legislative and community relations, facilities planning, curriculum and instruction, and collective bargaining. Demonstrated ability to identify and secure external sources of funding. Instructional, business services, or student services experience in higher education. Experience in working with diverse community, faculty, staff and student groups. A demonstrated commitment to affirmative action. Demonstrated understanding of and commitment to the community college philosophy. Demonstrated ability to respond to social, technological, and economic change in a constructive manner. Demonstrated commitment to maintaining a program of strong community relations.

Direct inquiries, nominations, and requests for application information to the search consultant:

Paula Carbelli  
Senior Vice President  
In W. Krinski & Associates  
P.O. Box 93127  
Pasadena, CA 91109-3127  
(818) 568-3311  
FAX (818) 568-1656  
Complete application packets must be received no later than 5:00 p.m. (PDT) July 10, 1992.

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## Executive Director Accrediting Commission for Independent Colleges and Schools Career College Association

Commission is a D.C.-based institutional accrediting commission accrediting 800 private career institutions.

Duties as chief developer and implementer of policy and manager of operations staff of 15.

Experience in accreditation or compliance; postsecondary career school management; research, statistics, curriculum; multi-million-dollar budget development/management; media and government relations; effective oral and written communications; working with voluntary boards.

Education to include graduate degree in higher education or general/business management.

Applicants to provide résumé, references, salary requirements, and letter of interest to include evidence of familiarity with philosophy, goals, procedures, and membership of Commission. None considered after June 30. Send to:

ACICS Search Committee  
P.O. Box 1535  
Davenport, Iowa 52809.

**Achievement Program:** Responsibilities: The Assistant Director of 210 programs in the field of career education and supervision staff and is responsible for the overall financial and administrative management of the program. The Assistant Director reports to the Director. Qualifications: At least a Bachelor's Degree in working with disadvantaged populations; five years of proven successful experience in working with disadvantaged populations; five years of full-time work in a career education setting, demonstrated success with individuals, designing, and implementing similar programs; and target audience of students. The Assistant Director must include a detailed résumé of personal, educational and professional experience, transcripts, and at least three letters of recommendation. Completed applications must be received by August 1, 1992, and should be sent to: Director, The Program of Career Education, 210 Woodland Boulevard North, Jacksonville, Florida 32211.

**Urban Affairs:** The University of Alabama at Birmingham, Director, The Center for Urban Affairs (CUA). Qualifications: Graduate degree in Urban Affairs, The University of Alabama at Birmingham, Education Building, 225 Birmingham, Alabama 35294-1250. UAB is an Affirmative Action, Equal Opportunity Employer.

**Urban Affairs:** The University of Alabama at Birmingham, Director, The Center for Urban Affairs (CUA). Qualifications: Graduate degree in Urban Affairs, The University of Alabama at Birmingham, Education Building, 225 Birmingham, Alabama 35294-1250. UAB is an Affirmative Action, Equal Opportunity Employer.

## CHANCELLOR The University of Michigan - Dearborn

Nominations and applications are invited for the position of Chancellor of the University of Michigan-Dearborn. One of three University of Michigan campuses, UM-D is an educational community grounded in the liberal arts and sciences, which offers high quality, accessible undergraduate, graduate, professional and continuing education programs to a diverse and talented student body primarily from metropolitan Detroit. The campus is comprised of four academic units: the College of Arts, Sciences, and Letters and the Schools of Engineering, Education, and Management. The campus serves approximately 8,000 commuting students; 7,000 undergraduate & 1,000 graduate.

The Chancellor, under the general direction of the President of the University, serves as the Chief Executive Officer of the University of Michigan-Dearborn. The Chancellor exercises broad delegated powers and is responsible for all aspects of campus administration.

Candidates should have substantial administrative experience in higher education; experience in working with an urban, multicultural community; excellent communication and presentation skills; commitment to teaching, scholarship, and service as roles of a comprehensive, regional institution; strong interpersonal skills; and experience in seeking private and corporate funding.

The University of Michigan is strongly committed to sustaining and enhancing the diversity of its students, faculty, and staff, and invites and encourages applications from minority and female applicants.

Applications or nominations should be submitted by July 17, 1992 to:

The University of Michigan-Dearborn Chancellor Search  
c/o Ms. Adele Henry, Secretary to the Search Committee  
4801 Evergreen Road  
Dearborn, Michigan 48120-1491

## PRESIDENT NORTHEASTERN OKLAHOMA A&M COLLEGE Miami, Oklahoma

The Board of Regents for Oklahoma A&M Colleges is accepting applications or nominations for the Presidency of Northeastern Oklahoma A&M College. Information pertaining to the institution and position, including selection criteria, position description, etc., may be obtained by writing to the address shown below. Resumes or applications received may be considered up to the time the position is filled; however, to be considered of consideration the same must be received by August 21, 1992. All communications should be made in writing to:

Carolyn Savage, Chairman  
Search Committee  
A&M Board of Regents  
2800 N. Lincoln Boulevard  
Oklahoma City, OK 73105

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## PRESIDENT Troy State University in Montgomery Montgomery, Alabama

The Chancellor of the Troy State University System invites applications and nominations for the position of President of Troy State University in Montgomery.

Troy State University in Montgomery is one of three independently accredited campuses of the TSU System. Located in Alabama's capital city, the University is an urban, coeducational evening university, dedicated to providing excellence in traditional and non-traditional educational opportunities for mature students of all racial and ethnic backgrounds. With a primary mission of serving adult working students, the University limits educational opportunities to those areas in which it is best qualified. These opportunities lead to the associate, bachelor's, master's and education specialist degrees in the Arts and Sciences, Professional Education, Business, Computer and Information Sciences, Behavioral Sciences and Human Services. Current enrollment is 3,300, an increase of 40% in the last five years.

The President has overall academic and administrative leadership responsibility for the University and reports directly to the Chancellor.

The following qualifications are considered essential:

- A genuine concern for students with a special appreciation for the adult student, including military personnel, who must balance devotion to learning with other life demands;
- Demonstrated budgetary and financial management skills to provide leadership in a time of constrained financial resources;
- Visionary leadership ability and strategic planning skills to further develop and improve the University's unique mission;
- Sensitive interpersonal skills in order to work cooperatively with the Chancellor, System Executive Committee, faculty, staff and students;
- Successful experience in higher education administration in an adult setting with a commitment to excellence;
- The ability and willingness to communicate the mission of the University to the community at large, enhancing visibility and inspiring broad financial support;
- Demonstrated commitment to affirmative action and the promotion of cultural diversity; and
- An earned doctorate in an appropriate field.

**Application Procedures:** This position will be available September 1, 1992. The Search Committee will begin reviewing applications on July 10, 1992. A letter of application, detailed vita and at least five references should be submitted to:

Dr. Douglas C. Patterson, Chair  
Presidential Search Committee  
Troy State University System  
Adams Administration Building  
Troy, Alabama 36082

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## End Paper



"WOMAN WITH DEAD CHILD," 1903

"*Woman With Dead Child*" forcefully captures the notion of grief and loss, and is perhaps the strongest image Käthe Kollwitz ever made. Of all the woe-stricken pictures, and there were many, this was so devastating that her lifelong friend Beate Bonus-Jeep was shocked when she saw it. "Jeep," as Kollwitz called her over their sixty-year friendship, later recorded her reaction.

A mother, animal-like, naked, the light-colored corpse of her dead child between her thigh bones and arms, seeks with her eyes, with her lips, with her breath, to swallow back into herself the disappearing life that once belonged to her womb. When I saw [it], by chance we had not heard from each other for a long while. In the exhibition I suddenly found myself in front of the etching and turned quickly out of the room in order to compose myself: "Can something have happened with [her son] little Peter, that she could make something so dreadful?" No! It was pure passion itself, the force, sleeping contained in the mother animal. . . .

Jeep's words capture the primal nature of "*Woman With Dead Child*." Her characterization of the figure as "mother animal" strips away in words, as Kollwitz stripped away in the image, any vestige of "civilized" or rational mourning. In the bestial pathos of this motif, Kollwitz laid bare the savage force of the deepest human emotions.

"Käthe Kollwitz," an exhibition of more than 100 drawings, prints, and sculptures by the German artist will be on display at the National Gallery of Art through August 16. The text above is by Elizabeth Prelinger, assistant professor of fine arts at Georgetown University and curator of the exhibition. It is excerpted from the catalogue, which is co-published by Yale University Press and the National Gallery of Art. Judith Brodie, assistant curator in the department of drawings at the gallery, was consultant to the exhibition.

## Public Health Service Plans Hearings for Scientists Accused of Fraud

By STEPHEN BURD  
ROCKVILLE, MD.

The Public Health Service has announced it will make sweeping changes in how it handles charges of scientific misconduct. The aim: to give accused scientists more opportunity to defend themselves.

All scientists with grants from the service who are charged by the government with research fraud will be offered trial-like hearings before a federal appeals board. At present, only scientists fighting an agency decision to cut them off from federal research money are offered a hearing.

The new policy will apply to university and government researchers supported by the National Institutes of Health, the Centers for Disease Control, the Alcohol, Drug Abuse and Mental Health Administration, and the Agency for Health Care Policy and Research.

The decision to introduce hearings at the federal level is in part a response to heated assertions by university researchers and scientific societies that those accused of scientific misconduct have not been able to defend themselves against charges of wrongdoing. They complain that spurious charges can destroy scientific careers.

### Separate Offices Proposed

Another major goal of the reorganization is to put the job of investigating charges of misconduct and the job of ruling whether the accused scientist is actually innocent or guilty of the charges in separate offices.

Currently the Office of Scientific Integrity, which is housed on the NIH campus and is monitored by the agency, performs both of those functions.

In the new system, an Office of Research Integrity would replace the Office of Scientific Integrity and be put solely under the authority of the head of the PHS. The office would also be moved from the NIH campus and would only investigate charges of wrongdoing.

James O. Mason, the Assistant Secretary for Health and head of the U.S. Public Health Service, told members of the Office of Scientific Integrity advisory board here last week that the change was intended to answer the concerns of lawmakers over whether the institutes, which distribute federal money for biomedical research, should also be in charge of investigating malfeasance in that research.

### Access to Evidence

A division of the Office of Research Integrity will monitor university research-integrity investigations, and in certain cases conduct its own investigations into allegations of research misconduct. The division will also help the Public Health Service legal counsel draw up the cases against accused scientists.

At that point, the scientists will be offered a hearing. The hearings will be conducted by a separate body, the Research Integrity Adjudications Panel, which will come out of the Department of Health

and Human Services. The hearings will allow the accused scientists access to evidence against them, the right to a lawyer, the ability to cross-examine witnesses, and the chance to present their own witnesses and evidence to rebut the charges.

The panel will then make a decision regarding the scientists' culpability that will be passed on to the Assistant Secretary for Health.

Advisory board members predict more changes. They are considering the following:

- Alterations in the PHS ALERT System, a list that goes out to federal agencies of scientists who are being investigated for misconduct.

- A new definition of research misconduct.

- New protections for whistle blowers and for scientists wrongly charged.

- The introduction of a statute of limitations for the filing of charges against a scientist.

- Penalties for institutions that fail to comply with Public Health Service regulations.

Biomedical researchers said the changes were a step in the right direction.

Robert J. Cousins, president of the Federation of American Societies for Experimental Biology and director of the Center for Nutritional Science at the University of

Florida, said that if the changes were "coupled with a tight definition of scientific misconduct, the opportunity of accused scientists to request an early hearing, and strict limits placed on the ALERT system, it could result in a fairer, more balanced process for handling misconduct cases."

### Hearings May Be Too Late

Representatives of scientific societies argue that the names of scientists should not be entered in the ALERT system until they have been found guilty of misconduct.

At the advisory meeting, Barbara C. Hansen, a professor of physiology in the School of Medicine at

the University of Maryland, expressed concern that the hearing process may come too late, "only after there is a strong perception of guilt."

But Nicholas H. Steneck, a professor of history at the University of Michigan and chairman of the advisory committee, said in an interview that that was what the changes were meant to avoid, by separating the investigative and adjudicative offices.

The Office of Research Integrity with the Public Health Service legal counsel "will operate like the prosecutor bringing an indictment" against the accused scientists, he said. But a "separate entity," he said will weigh the evidence from both sides before presenting a decision.

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## Big Gifts and a 'Can Do' Attitude Mark Perot's Education Record

Continued From Page A20

tance of basic biomedical research and the idea that the cures and preventions of the future are going to come from an understanding at the cellular and molecular level," Dr. Wildenthal says. "He is very committed to the concept of basic research."

Neither Dr. Howe or Dr. Wildenthal can recall any discussions with Mr. Perot about federal policy related to research, but they both say Mr. Perot's record as a philanthropist makes them optimistic about how he would handle federal agencies that support research.

"His approach to research as a

private philanthropist is exemplary," Dr. Wildenthal says. "I can only assume he would continue it as a public person."

Others, however, say that Mr. Perot's philanthropy does not mean he knows how to manage education and research issues on a national level. Wilhelmina R. Delco, chairwoman of the Texas House of Representatives Higher Education Committee and a supporter of the Clinton campaign, says it is easier to be a philanthropist than a government official.

"When you are outside the system, you can decide where to put your money because it will be

gratefully received and people will say they are glad to have it," she says. "When you are dealing with public money, you have to deal with a broad spectrum of programs, not just a few, and you have to balance. Bill Clinton has done that with education, in a poor state, and Ross Perot has not."

Several Texas educators who ask not to be identified note that Mr. Perot's philanthropy has usually come after a university has achieved prominence and that he is better at supporting those institutions than those that need a lot of help.

A review of the public tax rec-

ords of the Perot Foundation, through which Mr. Perot now makes most of his charitable donations, indicates that much of his current philanthropy to higher education is paying off the pledges he made to the University of Texas. Gifts he has made to other colleges are generally much smaller and go to institutions with which Mr. Perot has some personal connection.

For example, in 1991 the foundation gave \$5,000 to Texas Christian University, the alma mater of Mr. Perot's sister; \$5,000 to the University of North Carolina at Chapel Hill, where his daughter is enrolled; and \$1,500 for athletic programs at the U.S. Naval Academy, Mr. Perot's alma mater.

Some criticize Mr. Perot's philanthropy as elitist. But his supporters note that one of his first big gifts—a 1969 donation of \$2.37-million—went to an inner-city Dallas elementary school. And last year his foundation gave \$10,000 to Paul Quinn College and \$5,000 to the United Negro College Fund.

### Wide-Ranging Reforms

Like his philanthropy, Mr. Perot's involvement with Texas education brings him both praise and criticism. The commission that Mr. Perot led in 1984 came up with a wide-ranging set of reforms for public schools in addition to the "no pass, no play" rule. The reforms recommended tests that high-school seniors must pass to win diplomas, new tests to evaluate teachers, and smaller classes.

Mr. Perot is widely praised for throwing himself into the debate with full force, hiring lobbyists at his own expense to win over legislators who were under enormous pressure from high-school football coaches to oppose the reforms.

After the reforms were passed, Mr. Perot returned to the Legislature in 1987 and 1988 to oppose budget cuts proposed by Governor Clements for public schools and colleges. Political observers say that Mr. Perot's involvement persuaded many legislators to prevent the cuts.

Mr. Perot and his supporters cite the lobbying campaigns as evidence of his commitment to education and his ability to push for concrete improvements. Others remain skeptical—particularly of his emphasis on testing.

Kevin Morse, a professor of education at the University of Texas-Pan American, says the standardized tests required of students have resulted in the "bleaching" of education as disproportionate numbers of minority students failed.

"Some of his recommendations are worthwhile," Mr. Morse says. "But even though he is a mover, he doesn't understand the breadth of the problems in education."

Says State Sen. Judith Zaffirini: "Anybody can raise standards. It's more important that you prepare students to meet the standards."

### Strictly on Merit

In addition to his record on education, Mr. Perot has also made comments about other issues that affect colleges less directly. For example, he has raised questions about affirmative action, while at

the same time pledging his opposition to discrimination.

In a C-SPAN interview, Mr. Perot said: "I don't care where you come from. I don't care what color you are or what race or religion you are, what sex you are. I'm interested in what you can do and what you've done lately. We judge people on merit and strictly on merit."

On economic development, Mr. Perot has shied away from endorsing the concept of "industrial policy," but has said that the United States should examine how Japan works with businesses to develop better products.

On taxes, Mr. Perot has given mixed signals—saying in some interviews that he would try to reduce taxes, but in others that he might support tax increases for education.

Taken as a whole, his record on evolving platform leave many higher education still wondering about how a Perot Presidency would affect their institutions. Robert H. Atwell, president of the American Council on Education, says: "I'm really unaware of what

"I'm really unaware of where this guy stands on higher education. It's awfully easy to get popular pretty fast by being vague."

this guy stands on higher education. It's awfully easy to get popular pretty fast by being vague about specifics."

Those who are most critical of Mr. Perot say that he should come forward with specific educational proposals, and that he should urge the American public to be willing to cough up more money to pay for improvements.

### Unrealistic Expectations

Says Senator Zaffirini, who once taught journalism at Laredo Junior College: "We need more money for student grants. We need more money for work-study. Every American student who wants a college education should get one, and he should lay out a plan for doing that."

Others in education, including some who are backing other candidates, say college officials are unrealistic to expect lots of donations from Mr. Perot. Samuel W. Speer Jr., the president of Muskegon College and a Bush delegate to the 1988 and 1992 Republican National Conventions, says that with so much money for higher education coming from state governments that have been strapped for cash, "the first issue for colleges is going to be the economy."

Leslie C. Campbell agrees. Mr. Campbell is leaving his position as associate dean of the College of Liberal Arts at Auburn University next month to volunteer for the Perot campaign full time in Texas.

Mr. Campbell says Mr. Perot is "more electable" without specific proposals. Mr. Perot will be good for higher education, Mr. Campbell says, "because he will develop good policies, create more jobs and expand the tax base."

## Government & Politics

### Government & Politics

## WASHINGTON UPDATE

- Interest rates lowered for 2 student-aid programs in 1992-93
- House panel rejects Bush's budget increase for supercollider
- Columbia U. threw away documents related to a federal audit

The Education Department has announced that the interest rate for two student-loan programs would be 7.51 per cent in 1992-93, a decrease of nearly two points from this year.

Larry Oxendine, the director of policy and program development for the Education Department's student-aid office, told a meeting of guarantee-agency officials that the new rate for Supplemental Loans for Students and Parent Loans for Undergraduate Students could put the programs in competition with the larger Stafford Student Loan program.

The Stafford program has an interest rate of 8 per cent that is fixed by law. The rate for supplemental and parent loans is set annually and has reflected the national decline in interest rates, falling from 11.49 per cent in 1990-91 to 9.34 per cent in 1991-92.

Campus officials, though, said the Stafford program would continue to be a better deal for needy students because the government pays the interest on the loans while the student is in college and during a six-month grace period. The interest on the supplemental and parent loans begins to accrue 60 days after the loans are made.

The aid officers said the lower rates for the two programs would benefit middle-income students who are not eligible for the need-based Stafford loans. Barry W. McCarthy, director of student aid at Lafayette College, said the rates would make the two programs competitive with several private student-loan programs and some state programs.

—THOMAS J. DELLOUGHRY

The House Appropriations Committee last week approved a fiscal 1993 spending bill for the Department of Energy that would provide \$483.7-million for the Superconducting Supercollider.

Although the amount would keep spending for the construction of the subatomic-particle collider at the same level as this year, it represents a \$166-million reduction from President Bush's request.

Proponents of the collider warned that the reduced support could significantly increase the cost of the \$8.25-billion project and delay the collider's 1999 completion date. Henry M. Gandy, assistant to the chairman of the Texas National Research Laboratory Commission, the state agency responsible for the supercollider, said a preliminary study indicated that the committee's spending level could delay the project by 12 to 18 months and add \$300-million to its overall cost.

Rep. Tom Bevill, Democrat of Alabama and chairman of the House Appropriations subcommittee with jurisdiction over energy and water programs, said the measure was the most difficult his panel had ever crafted, because of the

need to find places to cut \$21.8-billion from this year's level.

The Senate has not yet considered its version of the bill, but some lobbyists expect it to provide \$550-million for the supercollider.

The House panel's bill, which is expected to be approved by the House this week, would provide \$1.4-billion for general-science programs, \$24-million less than this year's level, and \$340-million for magnetic-fusion-energy

programs, an increase of \$3-million from this year.

—KIM A. McDONALD

Columbia University last year threw away about 150 boxes of records on its research costs while a federal audit was still in progress.

The boxes contained original invoices for the bills that Columbia incurred and then charged partly to

the government for fiscal 1986. The university issued a statement saying that an associate controller who believed the records "were no longer subject to government audit" had approved their disposal.

After 18 months of auditing the 1986 records, the Defense Contract Auditing Agency had issued an audit report in September 1990, the statement added. The associate controller disposed of the original documents in November 1991, according to the statement, "because of severe space limitations in the residential building where they were stored."

Phillip E. Rogers, executive officer for the audit agency, said the audit for 1986 had never officially been closed. That will not happen until the university and the govern-

ment have negotiated a final settlement of accounts for 1986. The 1990 report was intended to be used for the negotiations.

In March 1991, before the records were destroyed, Mr. Rogers added, his agency informed the university that it was seeking additional information for 1986 because of concerns about improper overhead charges at other universities.

Federal regulations, Mr. Rogers said, prohibit universities from disposing of their original records of research costs in a given year until three years after the government and university have reached a final settlement for that year.

The agency is not seeking a criminal investigation of the matter, he added, but it is not precluded from doing so later. —COLLEEN CORDES

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## Status of Federal Legislation

As of 6 p.m. June 11, 1992. Bold type indicates changes since May 28, 1992.

LEGISLATION	MAJOR PROVISIONS	STATUS
<b>Budget cuts</b> <b>HR 4890, S 2403</b>	COMPROMISE BILL: Would eliminate \$1.348-billion in earmarks for college projects in fiscal 1992 appropriations bills. Would grant the Secretary of Defense the authority to decide whether the Pentagon should provide \$112.9-million in earmarks for 19 university-based research projects. Would cut the National Science Foundation's 1992 research budget by \$2-million. Would cut the National Institutes of Health budget by \$2.875-million.	Signed by the President Public law 102-288
<b>Copyright</b> <b>HR 4412, S 1035</b>	BOTH BILLS: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	HOUSE: Approved by subcommittee March 12, 1992 SENATE: Passed September 27, 1991 S Rep 102-141
<b>Education research</b> <b>HR 4014, S 1275</b>	BOTH BILLS: Would reauthorize the Education Department's Office of Educational Research and Improvement. Would create new programs to disseminate the results of research sponsored by the office. HOUSE BILL: Would create a board to set research priorities for the Education Department. SENATE BILL: Would create a board to advise the Education Department on research issues. Would create new programs for research on education in other nations and for exchanges with nations in Central and Eastern Europe.	HOUSE: Approved by committee May 20, 1992 SENATE: Approved by committee March 18, 1992 S Rep 102-289
<b>International exchange</b> <b>HR 3215</b>	HOUSE BILL: Would authorize \$20-million in new federal spending on educational and research exchanges between American and Latin American colleges and universities.	HOUSE: Approved by committee June 10, 1992
<b>Job training</b> <b>HR 3032, S 2065</b>	BOTH BILLS: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would link job-training programs supported under the act to state and federal efforts to reform the welfare system.	In conference
<b>National Institutes of Health</b> <b>HR 2507</b>	COMPROMISE BILL: Would reauthorize the National Institutes of Health. Would lift a ban imposed by the Administration on federal support for research involving the transplantation of fetal tissue. Would authorize additional spending on health problems affecting women. Would codify a requirement that clinical trials involving NIH-funded subjects be open to all qualified subjects, unless researchers can present compelling scientific reasons for excluding them. Would make it more difficult for the Secretary of Health and Human Services to block federally supported studies on sexually and other controversial topics.	Sent to the President
<b>National Science Foundation</b> <b>HR 2282</b>	HOUSE BILL: Would amend the 1988 law that authorized the National Science Foundation for five years by raising the foundation's budget ceiling for fiscal 1992 to the President's recommended level of \$2.724-billion. The amendments would also allow up to \$40-million to continue the program to renovate research facilities and up to \$33.5-million to start a new program for research equipment.	HOUSE: Passed July 11, 1991 H Rep 102-131
<b>Research facilities</b> <b>HR 2407, S 544</b>	BOTH BILLS: Would make it a federal crime to vandalize facilities used for research on animals or to remove animals from such facilities.	HOUSE: Approved by committee April 2, 1992 H Rep 102-498 SENATE: Passed October 18, 1991 S Rep 102-141
<b>Student aid</b> <b>HR 3553, S 1150</b>	HOUSE BILL: Would reauthorize the Higher Education Act for five years. Would reauthorize Stafford Student Loans, with loan limits of \$2,625 for freshmen and sophomores, \$4,000 for other undergraduates, and \$7,500 for graduate students. Would authorize a pilot project for a direct loan system that would replace guaranteed student loans on some campuses. Would establish new maximum sizes for Pell Grants. In 1993-94, of \$2,750 plus one-quarter of tuition up to \$1,750. Would exclude the equity a family owns in a home. Family of business. SENATE BILL: Would reauthorize the Higher Education Act for seven years. Would maintain Stafford Student Loans, with loan limits of \$3,000 for freshmen and sophomores, \$5,000 for other undergraduates, and \$9,000 for graduate students. Would establish a new maximum size for Pell Grants. In 1993-94, of \$2,800 plus one-quarter of tuition up to \$1,800. Would exclude the equity a family owns in a home or farm from calculations of wealth used in determining aid eligibility.	In conference

## Appropriations Bills for Fiscal 1993

(Amounts in millions of dollars, rounded to nearest million)

LEGISLATION	Spending This Year	House FY93	Senate FY93	Compromise FY93	STATUS
Department of Energy					
General science and research	\$1,448	\$1,448	\$1,448	\$1,448	HOUSE: Approved by committee June 11, 1992
Superconducting supercollider	\$484	\$484	\$484	\$484	
Magnetic fusion	\$340	\$340	\$340	\$340	
Basic energy sciences	\$1,240	\$1,240	\$1,240	\$1,240	



## California Colleges Say More Big Budget Cuts Will Damage Education

*Continued From Page A21*  
eliminated 743 non-faculty positions and left 644 positions vacant. About 2,000 part-time instructors were not rehired, and more than 5,000 class sections were cut. Enrollment declined by 7,000.

Another round of big cuts would be devastating, said Barry Munitz, chancellor of the system. "To suggest cuts of this scale is the equivalent of saying the state no longer wants to provide public higher education," he said.

Mr. Munitz recently told state legislators that a 25-per-cent cut would exceed \$400-million, the equivalent of the total budgets of three large and one medium-sized campuses, or the total budgets of nine small and mid-sized campuses in the system.

"Those numbers are crazy," he said in an interview last week. "They would fundamentally change the institution. It will take years and years to recover. These things get destroyed very easily."

### Layoff Notices to 190

Mr. Munitz held a meeting of the 20 system presidents last week to plan for the cuts. He said at the time that the system could avoid layoffs of tenured faculty members only if an early-retirement package were adopted, tuition rates were increased, and the state appropriation were cut by no more than 6 per cent. Those conditions no longer appear possible.

Individual campuses have already taken steps in anticipation of the cuts. San Diego State University, one of the system's largest campuses, sent out layoff notices to 190 faculty members last week. Of those, 145 are tenured or on the tenure track. The campus has also eliminated nine academic departments, made cuts in four others, and eliminated athletic competition in seven sports.

At Humboldt State University, a smaller campus, 76 layoff notices



Barry Munitz, chancellor of the California State U. System: "To suggest cuts of this scale is the equivalent of saying the state no longer wants to provide public higher education."

were sent to faculty members and lecturers. Only one tenured faculty member was laid off. The campus has not yet decided whether to cut or eliminate any programs or departments.

Thomas J. Ebert, president of the California Faculty Association's chapter at Fresno State University, which is also experiencing widespread cuts and layoffs, said a huge budget cut would demonstrate the state's lack of commitment to quality education. "They're going to have to decide what kind of education they want to provide," he said. "Right now, they're just devastating the place."

The community colleges, which receive about 60 per cent of their budget from the state, are in a less precarious position than the universities. Proposition 98, passed by voters in 1988, guarantees the

community colleges and the public schools a specified portion of the budget.

When the final budget cuts are made, the community colleges will receive reductions, but probably of smaller proportions than the other systems. Said Ann Reed, vice-chancellor for public affairs for the community-college system: "We know that it's not good, but we don't know how bad it will be."

The outlook for community colleges could worsen, however, if the state rescinds Proposition 98 or invokes a provision allowing the

measure to be modified in times of fiscal crisis.

The University of California system relies on the state for 40 per cent of its budget because it receives substantial amounts of money for research from the federal government and has major fundraising operations.

### 'Generations to Correct'

Still, campus officials are fearful of the expected reductions. David P. Gardner, president of the system, testified before legislative committees that a 25-per-cent cut

to the system would be so dramatic that it would require the equivalent of a 30-per-cent cut in faculty and staff positions or a \$5,000-a-student fee increase to make up for it. "A university is not like a spin you can turn on and off. It has taken 125 years to build it. It will not take long in the current fiscal environment to do damage that would take generations to correct," he added.

While the University of California wields considerable political clout in the state, it is currently in an embarrassing situation. Recent revelations about a generous retirement package for Mr. Gardner, who earlier this year announced his plan to leave his position, have prompted a steady stream of criticism from lawmakers who suggested that there was waste that could be cut from the system.

### Influencing the Legislature

Students have joined administrators and faculty members in trying their hand at influencing the legislature. Since last year, when they began to rise and services began to drop, students across the state have demonstrated on the campuses and in Sacramento. Now that the spring semester is over, the campus activity has quieted down, but student organizations continue to press for the rights of students to a solid and affordable education.

Lee Butterfield, executive director of the University of California Students' Association, said the state, not the universities, deserved most of the blame for the decline in services to students.

Mr. Butterfield said of the cuts: "We think they will be really bad. It will be a grave mistake to destroy higher education. It would set us back decades."

## STATE NOTES

- Academic programs cut at U. of Maryland
- Panel seeks new college system for Arizona

The University of Maryland Board of Regents, in a move that is eventually expected to save more than \$6-million, has voted to eliminate one college and seven academic programs at the university's flagship campus in College Park.

The action ended a task that began in 1989, when the Academic Planning Advisory Committee, a group of administrators, faculty members, and students at the College Park campus, was asked to identify ways of keeping the campus's educational and research mission intact while responding to severe financial pressures brought on by state budget cuts.

Over the past two years, College Park's state appropriation has dropped by 20 per cent, or \$40-million.

The regents voted to drop the College of Human Ecology and seven academic programs: agriculture and extension education; housing and design; radio-television-film; urban studies and planning; industrial, technological, and occupational ed-

ucation; recreation; and textiles and consumer economics. In some cases, elements of the programs will be integrated into other areas.

No tenured faculty members will lose their jobs because of the eliminations. Instead, affected faculty members will be shifted to other departments. In addition, students currently enrolled in eliminated programs will be given enough time to complete their studies.

A system of state colleges should be created in Arizona to handle the deluge of students that the state will see over the next three decades, a legislative budget committee has concluded.

Projections are that in 30 years, the state's university enrollment of 95,000 students will swell to nearly twice that number. Similarly, enrollment in community colleges, now at 160,000, is projected to reach 316,000, said John J. Lee, associate director of the Joint Legislative Budget Committee.

The state now has three public universities and a community-college system, but no four-year college system.

A report from the budget committee says that a state-college system would be the most economical way to cope with enrollment growth because the colleges could focus on undergraduate education, not research or public service.

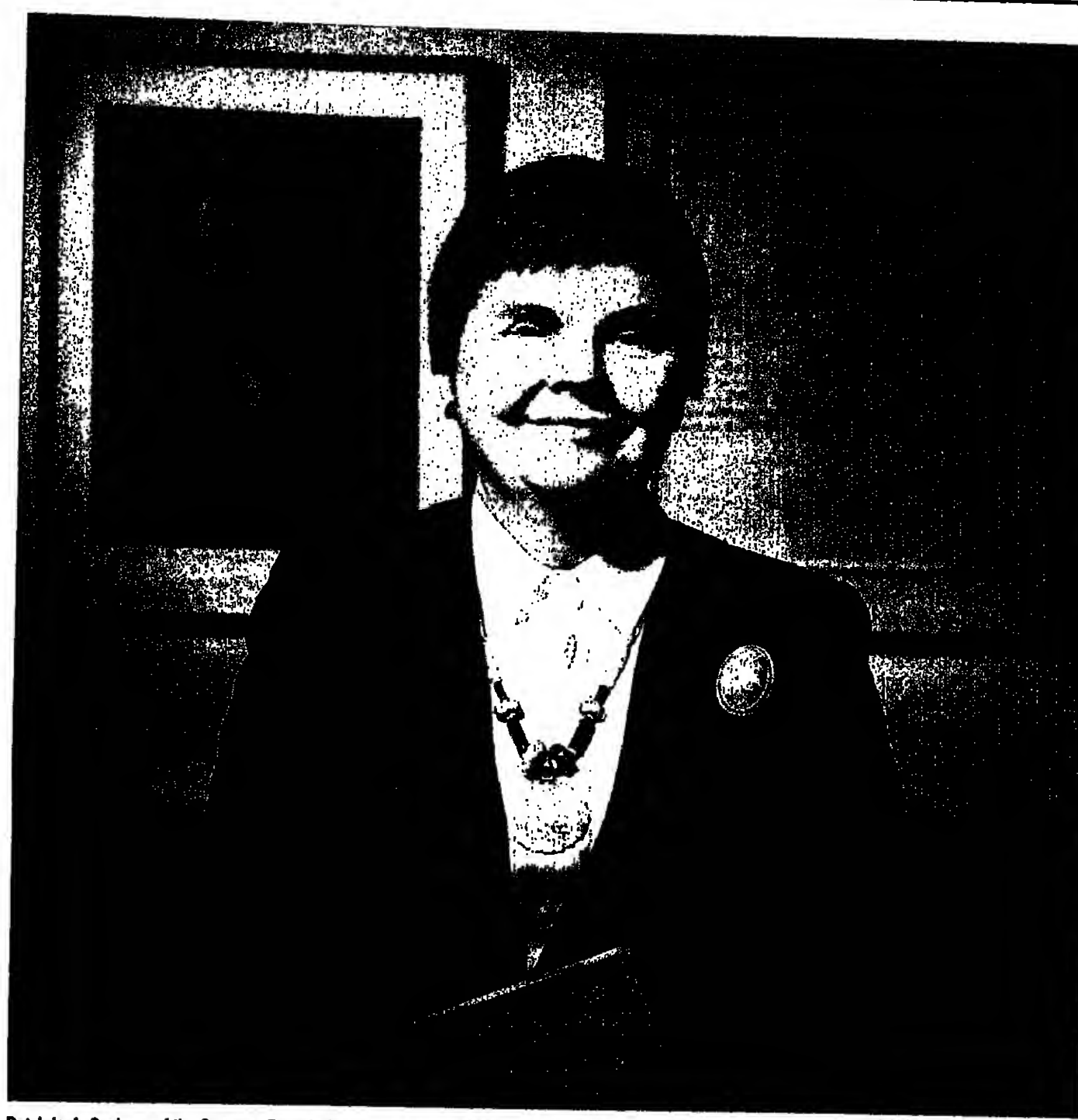
Creation of a state-college system is one of several options being considered by the Arizona Board of Regents to deal with enrollment growth.

State Sen. David C. Bartlett said the committee's recommendation "raises some questions" about whether opportunities for graduate education would be available to students enrolled in state colleges.

"The concern I have is whether you create a pyramid process that could, for reasons of economy, limit the opportunity for professional and graduate school education, which may be as important as undergraduate education," Mr. Bartlett said.

—JOYE MERCER

## Business & Philanthropy



Patricia A. Graham of the Spencer Foundation: "Educational research, unlike health research, does not have any instant breakthroughs in which you suddenly find a great new solution."

## Spencer Fund, With a Unique Niche in Philanthropy, Seeks to Make Education Research a Priority for Others

But critics question its mission, saying that studies don't solve problems facing the nation's schools

By JULIE L. NICKLIN

CHICAGO

If Patricia Alberg Graham ever needs to be reminded of the mission of the Spencer Foundation, which she now heads, she would have to look no further than her office wall.

There hangs a framed enlargement of a note written by the foundation's creator, Lyle M. Spencer, shortly before his death in 1968. "All the Spencer dough was earned, improbably, from education," wrote Mr. Spencer, an educational publisher. "It makes sense, therefore, that much of this money should be returned eventually to investigating ways in which education can be improved, around the world."

Those words have shaped Spencer into the nation's only foundation committed solely to supporting basic education research. With assets totaling \$224.7-million,

the foundation awarded \$8.2-million last year to university researchers examining such issues as how students learn mathematics, what factors affect a minority student's success in school, and how a student gets admitted to Harvard University.

### Only Reliable Source of Funds

Although Spencer's grant-making focus has given it a unique niche in the foundation world, the organization at times has been forced to defend its mission. Some critics contend that education research is ineffective and esoteric and doesn't solve problems facing the nation's schools. Those concerns have caused other grant makers and government agencies to move away from education research.

Despite those trends, Spencer officials maintain that research is vital to improving education. Many education researchers

credit Spencer with being the only reliable source of money for their work. Spencer money, they say, has resulted in better research—and a better understanding of how to improve education.

"Spencer filled a vacuum," says Gary Orfield, professor of education and social policy at Harvard University, who has used Spencer grants to study school desegregation. "It didn't find a fad of the moment or follow the conventions of the time."

### 'Sense of the Problems'

Now Spencer, which over the years has gone quietly about its mission, is taking steps to see that education research becomes more of a priority for others. Since becoming the foundation's president in September, Ms. Graham has met with foundation and government officials in an

*Continued on Following Page*



**'IT'S A SUPERB PROJECT'**

## 3 Harvard Professors Use \$2.3-Million Grant, the Largest Spencer Has Given, to Study How Children 'Really Learn'

CAMBRIDGE, MASS. The Spencer Foundation believed so strongly in a research project by three Harvard University professors that it awarded them its largest grant ever—\$2.3-million.

Howard E. Gardner, David N. Perkins, and Vito Perrone will use the money, awarded in 1990, over five years to study how teachers can help students transfer the knowledge they acquire in the classroom to new experiences.

Spencer officials call the grant an "anomaly," noting that most of the foundation's awards are much smaller. But the foundation was so impressed with the professors' pilot study—which had been supported by a \$99,600 Spencer grant in 1989—that officials thought the idea deserved more support.

"It's a superb project," says Marion M. Faldet, the foundation's vice-president and secretary. "We want to understand more about what it takes to make children learn—not just by rote—but to really learn."

Like many other researchers, the three Harvard professors credit Spencer with making their research possible. In many cases, once researchers receive a Spencer grant and prove the quality of their work, they'll receive support again and again from the foundation. Over the past 20 years, Spencer has awarded Mr. Gardner, a professor of education, more than \$3-million.

**8-Year Study of Symbols**

"My research life would have been entirely different without Spencer," says Mr. Gardner, who also serves as co-director of Harvard's Project Zero, an interdisciplinary group that conducts research in schools. Mr. Gardner is also the author of several books on intelligence and learning.

In the 1970's, Mr. Gardner used \$397,750 from the foundation for an eight-year study of how children learn and use symbols. In the early 1980's, Spencer awarded \$452,700 to Mr. Gardner and David H. Feldman, a professor at nearby Tufts University, to

study intelligence levels of 3- and 4-year-olds.

Mr. Gardner's third round of Spencer support is for his current project with Mr. Perkins, co-director of Project Zero, and Mr. Perrone, Harvard's director of teacher education.

Mr. Gardner says they are looking at "performances of understanding," or the idea that students should be able to take a concept they have learned and use it appropriately in a new situation.

Much of the researchers' work is based on ideas that Mr. Gardner explored in his 1991 book, *The Unschooled Mind: How Children Learn, How Schools Should Teach* (Basic Books). In it, Mr. Gardner maintains that schools are not successful because they don't change the way people think.

But Mr. Gardner and his colleagues wanted to go further than just analyzing the problem. They wanted to see if they could help solve it.

**Working in Local Schools**

The researchers are now working in local schools to get teachers to change the way they instruct and test students. As an example, Mr. Gardner says he would advise an American-history teacher not to give a lecture to students and then a quiz.

Instead, he would encourage the teacher to pick a newspaper story and relate it to an event or a concept presented in an earlier lesson. Then the students could be broken into small groups to discuss questions about the article or to solve a puzzle based on it. Later, the entire class could discuss each group's solution.

Spencer applauds the researchers' approach. "Too many researchers and too many academics generally are much more interested in analyzing a problem than in solving it," says Patricia Albjerg Graham, Spencer's president. "They think if they get the analysis right, they have done all that needs to be done. And in the field of education, I think we need to be concerned both with analysis and a solution." —JULIE L. NICKLIN



Howard E. Gardner, a professor of education at Harvard U.: "My research life would have been entirely different without Spencer."

## Spencer Fund Seeks to Make Education Research a Priority for Others

*Continued From Preceding Page*

effort to garner more support for education research.

Spencer officials and education researchers say Ms. Graham's experience as an educator and as former director of the National Institute of Education makes her a natural to carry out Spencer's mission. She was dean of the Harvard University Graduate School of Education for almost a decade and was a member of Spencer's Board of Directors for nine years.

"She has a unique sense of what the problems are in the country," says David S. Tatel, a lawyer and chairman of Spencer's Board of Directors. "And she has an idea of how Spencer can fund research that will help understand the problems—and therefore solve them."

The Spencer Foundation was established in 1962 with less than \$1-million by

Mr. Spencer, the founder and president of Science Research Associates. The Chicago company publishes educational texts and curriculum materials. Until Mr. Spencer's death from pancreatic cancer in 1968, the fund gave money to various educational and cultural institutions.

**\$115-Million Since 1971**

In his will, Mr. Spencer directed that most of his estate—\$85-million—go to the foundation. Yet he had never really talked about his long-range plans for the foundation, says Marion M. Faldet, the fund's vice-president and secretary. Instead, he frequently wrote down his thoughts on education as he traveled, she says.

The fund's officers had to rely on those writings to chart the foundation's direction. One important piece of Mr. Spencer's writing was found in his briefcase after he

died: the pencil-written note now hanging in Ms. Graham's office.

Ms. Faldet says the note clearly showed how Mr. Spencer wanted his money to be used. "Lyle was a very lovely person with ideas sparkling all the time," says Ms. Faldet, who had worked with Mr. Spencer at the publishing company. "He would have been very happy with the way the foundation has developed."

Ms. Faldet says that at one point she wondered whether the foundation's mission should be so restricted. "But I've been convinced over the years that there is so little money available for basic research that we're right," she says. "We've carried out his mandate."

Since its first grant in 1971, Spencer has awarded a total of \$115-million for education research. Of the approximately \$9-million Spencer pays out annually, about

20 per cent—\$1.8-million—goes to two doctoral fellowship programs. One program supports students within five years of their degree; the other is for those in the final stages of their dissertations. The rest of the foundation's annual grant money, or about \$7.2-million, goes for research projects.

**Many Disciplines Represented**

Many Spencer-supported efforts have resulted in publications on education and learning. A bookcase in the lobby of the foundation's offices on Michigan Avenue here displays some of the books written by grant recipients. Ms. Graham's book, *SOS: Sustain Our Schools*, published this year by Hill and Wang, was supported by a \$98,000 grant from the foundation in 1981.

*Flow: The Psychology of Optimal Experience*, (Harper & Row Publishers Inc.) by Mihaly Csikszentmihalyi, a University of Chicago psychology professor, also written with Spencer support, has been a na-

tional best seller. Spencer's grant recipients include researchers from many disciplines, because the foundation broadly defines education as occurring at any age and at various places, not just in school. Researchers praise Spencer for supporting projects that they have initiated and designed, rather than pushing an agenda to which researchers must conform.

"I don't think there's anybody else around to whom I could have sold my idea in advance," says Robert M. Hauser, research professor of sociology at the University of Wisconsin at Madison. In 1990 Spencer awarded \$300,000 over five years to Mr. Hauser to study, among other things, the effect of parents' socioeconomic background on students' progress in school.

Some critics contend that knowledge derived from education research is never put to work—prompting some observers to question Spencer's mission.

**'The Quality Is Weak'**

Speaking of education research in general, Chester E. Finn, Jr., director of the Educational Excellence Network, a clearinghouse of information on education based in Washington, says: "The quality is weak, but the utilization is weaker. (Mr. Finn will leave the position next month to work with the Edison Project, which seeks to design new schools.)

Mr. Finn, an education official in the Reagan Administration, says there is a glut of education research. But the recipients of its grants are not limited to the big names in the field.

The foundation has expanded the definition of education to include any place where learning occurs—museums, community centers, and the family. It supports projects that examine learning at any point in a person's lifetime. As a result, the organization doesn't limit its awards to researchers in schools of education—a practice that people applaud as wise.

Ms. Graham counters the charges of Mr. Finn and other critics. Education research, she says, is necessary to know which types of programs work—and which don't. She says much of the criticism results from misunderstanding.

Education researchers speak clearly to each other about their research findings, she says, but many don't explain the results in understandable terms for the general public. And the nature of education research, she adds, makes it seem less important than scientific or medical investigations.

"Educational research, unlike health research, does not have any instant breakthroughs in which you suddenly find a great new solution," she says.

Still, Ms. Graham emphasizes that Spencer-supported projects have had an impact. For example, Spencer officials say, a method developed by Julian C. Stanley to identify, counsel, and teach students who excel in mathematics has been adopted by various school systems. Mr. Stanley is a professor of psychology at the Johns Hopkins University.

**Studying Teachers' Knowledge**

Elsewhere, Lee S. Shulman, a professor of education at Stanford University, is helping teachers develop a knowledge of particular subjects that will enable them to teach more effectively. That project draws on Mr. Shulman's research on how a teacher's understanding of a subject affects the way information is taught, which shows that "book knowledge" is different from pedagogical knowledge.

"Before Lee Shulman, we thought either you knew about history or you didn't

## The Spencer Foundation at a Glance

**Founded:** In 1962, by Lyle M. Spencer  
**Assets:** \$224.7-million, as of March 31, 1992  
**Grants:** \$8.2-million in 1992

**Purpose and Area of Support:** "To support research that gives promise of yielding new knowledge about education in one or another of its forms in the United States and abroad." Awards grants and fellowships for research on education.  
**Officers:** Patricia Albjerg Graham, president; Marion M. Faldet, vice-president and secretary (retiring in November).

know about history," Ms. Graham says. "But he says, 'No, no, there is a more complicated understanding of history.'"

Yet, lingering criticism has made money for education research harder and harder to come by. A 1991 report by the National Academy of Education said that fewer than 4 per cent of the grants made by 28 major foundations went for education research. Rather than focusing on research, many foundations have chosen to put money into programs to help students learn better.

Meanwhile, according to the NAE report, the federal government has sharply limited

its support of education research. It said that from 1973 to 1986, when adjusted for inflation, federal money for various types of education research dropped 80 per cent, from about \$100-million to \$20-million.

Diane Ravitch, Assistant Secretary for the U.S. Department of Education's Office of Educational Research and Improvement, says she is trying to get the government to put more money into field-initiated education research, projects that are generated by researchers. But members of Congress don't seem to agree with her approach, she says. "Either they say what we have is generically bad or they say what

we have is enough, and we don't need any more," she says.

Despite the criticism of education research, a growing number of education experts are starting to acknowledge its importance. A report released this month by the Committee on the Federal Role in Education Research recommends that the government increase its commitment. The NAE report urged that private and public sources alike increase their support.

**Critical Issues Discussed**

Spencer officials cheer those suggestions. In November, Ms. Graham invited representatives of the Education Department as well as private and corporate foundations to a meeting at the foundation. Members of the group discussed what issues were critical to improving education and how they might work together on them. Several of the foundations said they were willing to explore collaborative projects with Spencer.

"There ought to be more money for programs to help kids," Ms. Graham says. "But the question is, Which programs and how will they help?"

"You figure out which programs will help by doing research."

## Foundation Expands Definition of Education and Draws on Many Fields

The Spencer Foundation may be the only fund in the country to concentrate on education research. But the recipients of its grants are not limited to the big names in the field.

The foundation has expanded the definition of education to include any place where learning occurs—museums, community centers, and the family. It supports projects that examine learning at any point in a person's lifetime. As a result, the organization doesn't limit its awards to researchers in schools of education—a practice that people applaud as wise.

**Half Go to Schools of Education**

Spencer officials say about half of their grants go to researchers in schools of education. The other half go to researchers in the arts and sciences, who use their exper-

tise in anthropology, economics, history, and sociology to study education. Spencer says researchers in other fields bring a fresh perspective to the study of learning.

"It's extremely useful to work with these scholars," says Patricia Albjerg Graham, Spencer's president. "A person who is sitting in a school of education somewhere is stuck thinking only about education questions."

Among some of the researchers who have been awarded Spencer grants over the past few years:

■ Howard E. Gardner, David N. Perkins, and Vito Perrone, all of Harvard University: \$2.3-million over five years to study how teachers can help students transfer the knowledge they acquire in the classroom to new experiences.  
■ Lee S. Shulman of Stanford University:

ty: \$350,600 over four years to study how teachers link the unknown with the known when explaining new concepts to students.

■ Carol Gilligan of Harvard University: \$350,100 over four years to study the psychology of women and the development of adolescent girls.

■ Jerome Bruner of New York University: \$350,000 over four years for studies in cultural psychology.

■ Mihaly Csikszentmihalyi of the University of Chicago: \$349,300 over four years to investigate how people develop creativity in later life.

■ John F. Witte of the University of Wisconsin at Madison: \$231,000 over two years to analyze Milwaukee's "Choice" program, which allows public money to be used to send children to private schools.

—J.L.N.

## PRIVATE GIVING TO COLLEGES AND UNIVERSITIES

**AHMANN FOUNDATION**  
9215 Wilshire Boulevard  
Los Angeles 90210

**Libraries.** For the library: \$3-million to Huntington Library, Art Collections, and Botanical Gardens.

**HAROLD K. L. CASTLE FOUNDATION**  
222 Merchant Street  
Honolulu 96813

**Higher education.** For the university's merger with Hawaii Loa College: \$1-million to Hawaii Pacific U.

**EDNA MCCONNELL CLARK FOUNDATION**  
250 Park Avenue  
New York 10017

**Criminal justice.** For studies of judicial and prosecutorial decision making: \$150,000 to Yale U.

**Medical research.** For research on oncohercic acid: \$330,000 over two years to Johns Hopkins U.

—For research on trachoma: \$110,000 to Johns Hopkins U.

**J. E. AND L. E. MAREE FOUNDATION**  
3000 Mid-Continent Tower  
Tulsa, Okla. 74103

**Facilities.** For a new science building: \$1.25-million challenge grant to U. of St. Thomas (Tex.).

**ANDREW W. MELLON FOUNDATION**  
440 East 62nd Street  
New York 10022

**Arts.** For the fine-arts museum: \$143,000 to U. of Chicago.

**Libraries.** For the library: \$1.3-million to

Huntington Library, Art Collections, and Botanical Gardens.

**Support.** For support of programs: \$200,000 to Whitman College.

**M. J. MURDOCK CHARITABLE TRUST**  
P.O. Box 1618  
Vancouver, Wash. 98668

**Science.** For a research program for science students and faculty members: \$395,000 to Whitman College.

**RESEARCH CORPORATION**  
6940 East Broadway Boulevard  
Tucson, Ariz. 85740-8818

**Science.** For research in chemistry, physics, and astronomy: \$2.1-million divided among 118 faculty members at 79 institutions.

**TISCH FOUNDATION**  
657 Madison Avenue  
New York 10021-8087

**Facilities.** For a new library: \$10-million to Tufts U.

**Gifts & Bequests**

**Amherst College.** For the Japanese-language program: \$116,500 from Shiyu Club.

**Auburn University.** For the college of engineering: computer software valued at \$4.7-million from Mentor Graphics Corporation.

**Carthage College (Wisc.).** For a science-research laboratory: \$255,000 from anonymous donor.

**Elon College.** For the capital campaign: \$125,000 from Wachovia Bank.

**Marshall University.** For medical scholarships: \$1-million from the estate of James F. Edwards.

**Mississippi State University.** For the College of Veterinary Medicine: \$150,000 from J. Wayne and Martha J. Lambeth.

**University of Alabama.** For the computer center in the library of the College of Commerce and Business Administration: \$3-million from Sloan V. Bashinsky, Sr.

**University of California at Los Angeles.** For the center for the graphic arts: \$100,000 from the estate of Marcia S. Weisman.

**University of Kansas.** For scholarships in social work and sociology: \$100,000 from Helen Buchenau Seymour.

**University of Maryland at Baltimore.** For the National Museum of Dentistry: \$1-million from Samuel D. Harris.

**University of Nevada at Las Vegas.** For the physics program: \$1-million from an anonymous donor.

**University of Oklahoma.** For a professorship of modern American history: \$500,000 from Paul H. and Doris Eaton Travis.

**University of the Pacific.** For scholarships: \$200,000 from Robert C. Powell.

**Washington College (Md.).** For scholarships: \$300,000 from Lieut. Col. W. Kennon Perrin.

**West Virginia University.** For a professorship of English and for the College of Arts and Sciences: over \$2-million from the estate of George Jackson.

**Whitman College.** For support of programs: \$109,613 from the estate of John Allen.

—For the endowment: \$108,000 from the estate of Isabelle Shanahan Morrison.

—For scholarships and for the library: \$480,000 from the estate of Ruth F. McBriney.

**Wittenberg University.** For the endowment: \$1-million from the estate of Alma Adams.



## Athletics

### Blacks' Big Share of Athletic Scholarships Contrasts With Low Overall Enrollment

Brooklyn College of the City University of New York, which was found in February to have discriminated against its female athletes and coaches, has announced plans to drop its sports program for financial reasons.

In a statement, the college called the move a "moratorium" and said the program would be withdrawn for "an undetermined period."

The action is part of a \$5.4-million budget cut the university system has asked Brooklyn to make for academic 1992-93. The system is looking to cut \$40-million over all. The budget for the 15-team sports program at Brooklyn is \$1.4-million, including \$270,000 in state funds. The college will honor all existing athletic scholarships.

A college spokesman said the decision to cancel athletics was a financial one that was not related to the discrimination findings.

The Education Department's Office for Civil Rights said in February that Brooklyn's sports program was not in compliance with Title IX of the Education Amendments of 1972, which bars sex discrimination in programs that receive federal assistance.

Linda J. Carpenter, one of the two professors who filed a complaint that led to the civil-rights office's finding, said the cancellation of sports at Brooklyn was "a sad loss." She said that while some college officials might be relieved to rid the institution of the "Title IX burden," the college's budget woes were squarely behind the decision to drop athletics.

A controversial student center for Appalachian State University has been dropped from a list of construction projects that the University of North Carolina system hopes to finance through a bond referendum this fall.

Students and professors at Appalachian sponsored a bike tour and rally this month to protest the activities center, which they contend is purely a basketball arena, not a true student center. They object to the use of state funds for a sports facility at a time of fiscal constraint for academic programs (*The Chronicle*, May 27).

Even after the bike tour, the trustees at Appalachian State reaffirmed their support for the student center. Yet the same day, State Rep. David Diamont, the lawmaker who represents the region surrounding Appalachian State, withdrew his backing for the center.

Last week, a university system official announced that the Appalachian State center—as well as athletic facilities at East Carolina and North Carolina State Universities—had been withdrawn from the system's \$300-million wish list. He said political support for the projects seemed to have faded.

But an Appalachian official said last week that the center would be built. "It's not a question of if," he said, "it's a question of when."



Harry Edwards of Berkeley says the disparity between the number of black athletes and students "demoralizes" those in high school.



Gary A. Salles of Indiana U. defends big-time college sports as an avenue of "upward mobility" for young blacks.

Continued From Page A1

see it as their only chance, of course they take it," says Andrew Hacker, a political-science professor at City University of New York's Queens College, and author of *Two Nations: Black and White, Separate, Hostile, Unequal*, a best-selling book about race. "But the cynicism of colleges in capitalizing on this is a real blot."

Some sports officials, academics, and activists, however, say that sports programs should be cheered, not castigated, for their role in integrating colleges. They also say they do not object to the heavy representation of black athletes, as long as colleges are providing a meaningful education to the athletes they bring to campus.

Advocates of that view, citing evidence that black athletes on many campuses graduate at a higher rate than other black students, argue that sports are a realistic route out of poverty and to a successful life.

"I'm not against a university's recruiting black athletes," says Gary A. Salles, assistant professor of sport sociology at Indiana University. "My attitude is, you're bringing black bodies to campus, and it's better than not having blacks at all. But if you bring the kids on campus, you've got to get them graduating."

#### Data From an NCAA Form

*The Chronicle* compiled the information about race from a graduation-rates form that each Division I institution was required to submit to the National Collegiate Athletic Association in 1991.

Each college's form contains information about the racial composition of its full-time undergraduates and its scholarship athletes in the 1990-91 academic year.

At the average Division I college, 6 per cent of the full-time students were black, compared with 22 per cent of all scholar-

ship athletes, nearly 43 per cent of the football players, and 60 per cent of the basketball players. For colleges that play football at the NCAA's highest level, Division I-A, the percentage of black football players was higher—about 47 per cent.

Three key questions emerged from discussions with sports officials and experts on race:

What messages do the disparities send about the colleges?

What kind of atmosphere are the institutions creating on their campuses for students, black and white?

And does the fact that graduation rates for black athletes may be higher than those for other black students on many campuses justify the high rate of recruitment of black athletes?

#### 'The Message Is Clear'

Arthur Ashe, the former professional tennis star who has advocated tougher academic standards for athletes, says that by recruiting black athletes and giving them scholarships in large numbers, colleges tell young blacks that their athletic skills are more valuable than their minds.

As a result, he says, black families are much more likely than white ones to push their kids onto the playing fields, too often at the expense of the classroom.

"I think if a sociologist wanted to study it, he or she would find a causality between the willingness of colleges to bring in athletes who are marginally qualified academically, and the willingness of black athletes to deemphasize the academic component in favor of sports," says Mr. Ashe. "The message is clear: The colleges are interested in us primarily as athletes."

Israel Tribble, Jr., president of the Florida Endowment Fund for Higher Education, which seeks to increase the number of blacks in higher education, also com-

plained that colleges seemed more willing to bend their standards for athletes than for non-athletes, who often are more likely than the athletes to take advantage of the educational opportunity.

"It is not hard to bring athletes to campuses if they're given a fair chance to succeed in the classroom as well as on the field," says Mr. Tribble. "But it's somewhat contradictory to have a different set of standards, depending on what part of the university you're going to be in."

Many college officials say colleges should not be criticized for having significant numbers of black athletes on their campuses, since the chance to play sports has given thousands of athletes access to an education that they might not otherwise have received.

Others say that while universities should be encouraged to recruit and provide scholarship money for black students who are not athletes, they shouldn't be blamed for using the resources available to them—in this case, athletic scholarships—to diversify.

#### 'A Better Source of Diversity'

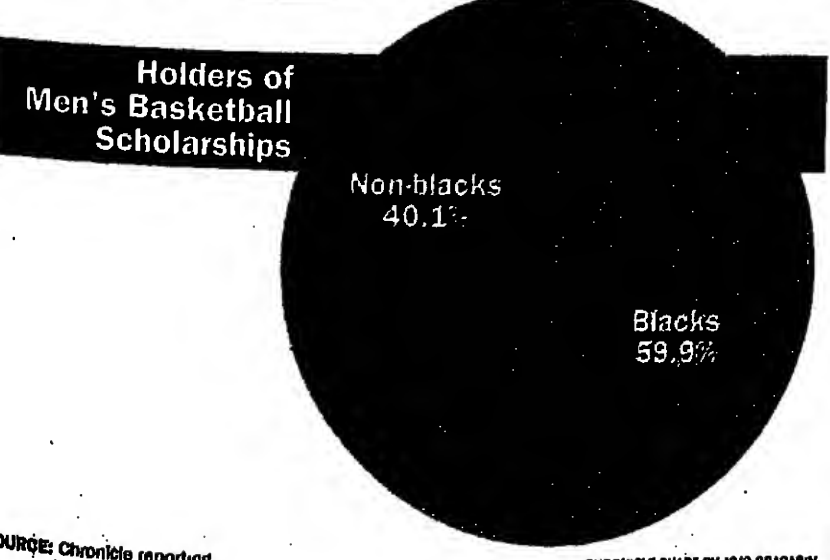
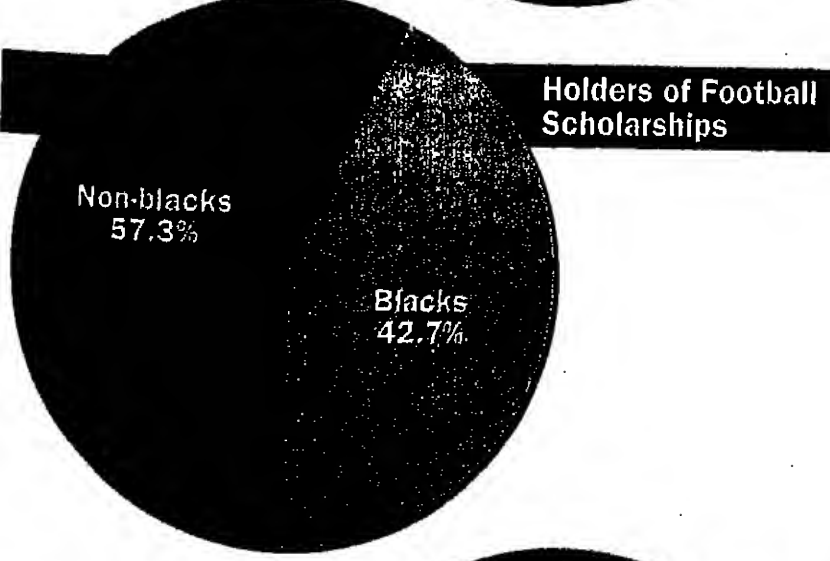
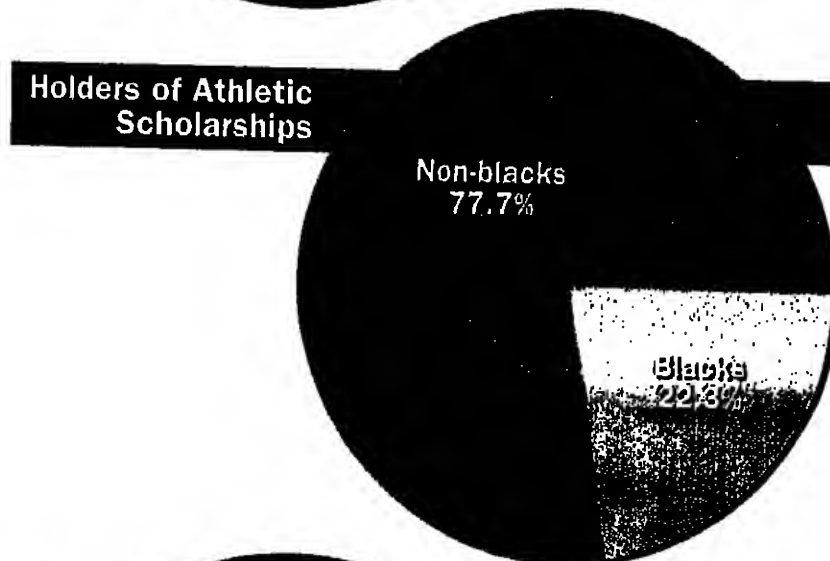
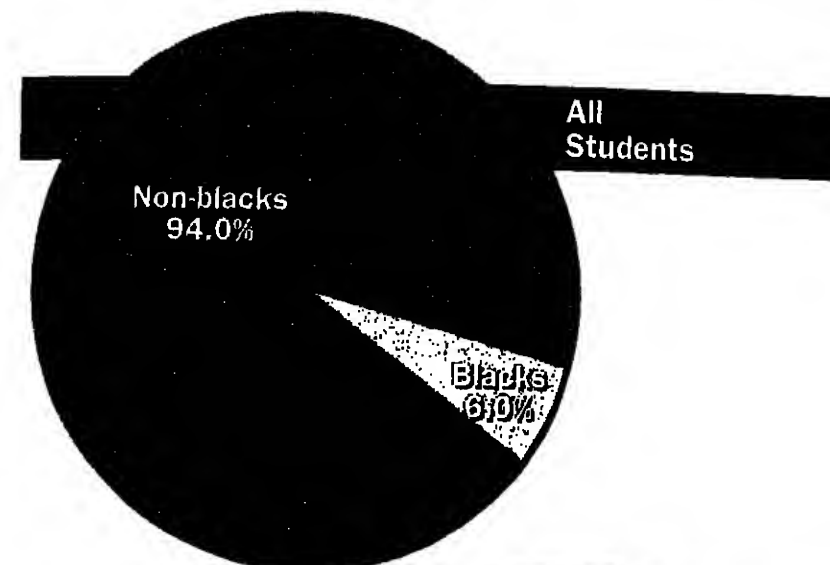
John C. Phillips, a sociology professor at the University of the Pacific who specializes in sports, says his institution has a program that gives full scholarships to local citizens who "don't have a history of college education in their family background."

"Obviously that's a better source of diversity, because they come in on the basis of their academic ability," he says. "Using athletics is an inefficient system of bringing minority students on campus. But realistically, if sports scholarships were dropped, I don't think the money would be used to bring other minority students on campus."

If you see a black male student on the

Continued on Page A31

### FACT FILE: Black Athletes and Other Undergraduates at 245 Colleges in NCAA Division I



	Undergraduates		Scholarship athletes			
	Total	Pct. black	All	Football	Men's basketball	
American U.	6,150	4.9%	130	13.8%	14	64.3%
Appalachian St U.	9,785	4.6	253	33.2	49	47.1
Arizona St U.	23,840	2.4	294	29.3	95	44.2
Arkansas St U.	6,605	12.2	208	41.7	92	67.4
Auburn U.	10,926	4.2	224	37.6	77	62.3
Austin Peay St U.	3,438	16.9	148	41.2	64	62.6
Ball St U.	15,951	4.3	301	18.3	85	41.2
Baylor U.	9,880	3.2	234	31.6	92	48.9
Boise St U.	6,758	0.8	207	19.3	85	28.2
Boston C.	8,961	3.5	282	18.7	98	31.3
Boston U.	Declined to respond †					
Bowling Green St U.	16,565	3.8	350	14.9	95	28.4
Bradley U.	4,683	7.0	143	9.8	*	*
Brigham Young U.	Declined to respond †					
Brooklyn C.	12,000	21.2	43	88.1	*	*
Bucknell U.	3,178	2.3	279	7.2	98	10.2
Butler U.	Declined to respond †					
California St U. at Fresno	12,642	4.0	286	28.0	73	50.7
California St U. at Fullerton	13,835	2.7	242	22.3	73	46.6
California St U. at Long Beach	18,376	6.4	237	33.3	78	60.0
California St U. at Northridge	16,759	7.4	237	24.8	66	48.5
California St U. at Sacramento	15,205	5.0	278	10.8	66	24.2
Campbell U.	Declined to respond †					
Canisius C.	3,753	6.5	46	8.7	*	*
Centenary C. of Louisiana	746	4.8	118	7.7	*	*
Central Connecticut St U.	6,591	5.0	155	25.8	70	27.1
Central Michigan U.	14,122	2.5	290	20.3	96	30.2

\* The institution does not play Division I football.  
† Some of the colleges that declined to respond to *The Chronicle's* survey cited privacy reasons, while others said they would wait for the NCAA to release the information collectively.

SOURCE: Chronicle reporting

CHRONICLE CHART BY JOJO DRABASHIN

CONTINUED ON FOLLOWING PAGE



## FACT FILE: Black Athletes and Other Undergraduates at 245 Colleges in NCAA Division I CONTINUED

	Undergraduates		Scholarship athletes			
	Total	Pct. black	All	Football	Men's basketball	
Charleston Southern U	1,352	22.6%	124	21.8%	*	12 91.7%
Chicago St U	2,935	91.6	96	69.8	*	12 91.7
The Citadel	1,963	6.6	192	24.5	81	40.7 14 28.6
Clemson U	12,280	7.2	290	32.8	83	62.7 14 78.6
Cleveland St U	7,049	9.8	167	17.4	*	15 80.0
Colgate U	2,680	5.5	294	10.9	82	9.8 11 27.3
C of the Holy Cross	2,736	4.0	128	17.2	64	25.0 14 28.6
C of William and Mary	5,097	6.8	264	20.8	72	30.6 15 40.0
Colorado St U	15,534	1.8	167	23.5	84	32.1 14 57.1
Creighton U	3,576	3.1	140	8.6	*	14 35.7
Davidson C	1,499	4.2	48	22.9	17	23.5 15 46.7
De Paul U	9,447	11.5	134	16.4	*	12 83.3
Drake U	3,569	3.6	157	13.4	*	15 73.3
Drexel U	6,547	7.3	151	6.8	*	11 45.6
Duke U	6,106	6.9	252	14.7	89	33.7 13 38.5
Duquesne U	7,153	2.1	134	13.4	*	14 71.4
East Carolina U	12,283	8.2	256	40.6	83	68.7 16 73.3
East Tennessee St U	7,540	3.4	29	27.6	13	46.2 1100.0 <sup>1</sup>
Eastern Illinois U	8,933	5.0	259	17.4	81	24.7 15 53.3
Eastern Kentucky U	8,183	6.5	188	37.2	78	53.8 16 82.5
Eastern Michigan U	12,493	8.5	273	24.5	87	39.1 15 60.0
Eastern Washington U	6,526	1.8	133	21.8	66	19.7 13 61.5
Fairfield U	2,828	1.4	52	17.3	*	11 63.6
Fairleigh Dickinson U	3,189	18.3	82	28.0	*	13 69.2
Florida International U	8,257	8.8	143	9.8	*	10 50.0
Florida St U	18,995	7.1	304	35.9	93	69.9 16 81.3
Fordham U	5,054	5.0	354	5.1	93	4.3 15 40.0
Furman U	2,489	3.5	193	19.2	78	34.6 13 46.2
George Mason U	9,457	8.1	125	28.8	*	13 69.2
Georgetown U	Declined to respond †					
George Washington U	5,787	4.8	142	12.7	*	13 61.5
Georgia Inst of Tech	9,270	7.5	230	38.6	95	54.7 13 46.2
Georgia Southern U	10,055	12.9	204	26.0	72	47.2 11 81.8
Georgia St U	6,446	14.1	121	17.4	*	11 81.8
Gonzaga U	2,280	0.7	88	3.4	*	14 21.4
Hofstra U	Declined to respond †					
Idaho St U	6,217	0.8	158	18.4	60	23.3 14 57.1
Illinois St U	17,916	6.2	290	22.1	69	62.2 12 75.0
Indiana St U	8,481	7.8	222	31.5	75	46.7 17 35.3
Indiana U	24,888	4.3	304	20.4	93	40.9 12 41.7
Iona C	4,231	12.2	114	17.5	*	12 83.3
Iowa St U	19,142	2.4	296	18.2	65	36.9 14 64.3
Jacksonville U	1,889	4.8	77	18.2	*	14 78.6
James Madison U	9,311	9.5	282	26.2	71	53.5 15 66.7
Kansas St U	15,027	2.8	215	29.3	64	39.1 22 50.0
Kent St U	19,636	5.8	333	15.3	90	42.2 15 40.0
La Salle U	3,242	4.3	191	7.9	*	18 58.3
Lafayette C	1,987	3.5	157	13.4	84	23.4 11 27.3
Lamar U	5,378	18.9	162	37.0	20	30.0 15 66.7
Lahigh U	4,508	2.1	202	11.9	87	18.1 11 27.3
Liberty U	4,616	6.2	248	21.8	76	44.7 15 48.7
Long Island U-Brooklyn Center	2,987	41.3	81	38.5	*	15 73.3
Louisiana St U	16,642	7.5	287	29.5	86	48.8 13 61.5
Louisiana Tech U	7,327	14.4	210	42.4	94	56.4 15 66.7
Loyola C (Md.)	3,247	2.2	105	7.6	*	14 35.7
Loyola Marymount U	3,715	4.9	64	15.6	*	14 42.9
Loyola U of Chicago	5,948	8.2	131	3.8	*	14 21.4
Manhattan C	2,832	3.2	103	19.4	*	13 61.5
Marist C	2,946	2.7	34	20.6	*	14 42.9
Marquette U	7,820	3.4	98	12.2	*	15 40.0
Marshall U	7,785	3.8	221	25.3	80	43.8 14 71.4
McNease St U	Declined to respond †					
Memphis St U	11,095	20.7	250	38.8	95	82.6 14 78.6
Mercer U	2,120	10.6	118	16.1	*	12 58.3
Miami U	13,592	2.4	360	12.8	91	35.2 14 35.7

	Undergraduates		Scholarship athletes			
	Total	Pct. black	All	Football	Men's basketball	
Michigan St U	31,118	7.6%	388	20.6%	103	37.9% 16 50.0%
Middle Tennessee St U	11,233	10.1	145	51.0	69	62.7 14 92.8
Mississippi St U	10,378	13.5	198	41.9	88	64.8 13 76.9
Monmouth C	1,029	5.1	86	17.4	*	13 38.5
Montana St U	8,611	0.3	179	11.2	78	14.1 15 53.3
Morehead St U	4,450	3.9	152	22.4	61	41.0 15 40.0
Mount Saint Mary's C	1,326	5.0	79	21.5	*	15 33.3
Murray St U	5,998	4.2	177	28.8	72	43.1 14 71.4
New Mexico St U	9,177	1.5	202	21.8	74	32.4 14 78.6
Niagara U	2,106	4.2	100	7.0	*	12 50.0
Nicholls St U	4,218	10.1	216	25.9	72	50.0 17 88.8
North Carolina St U	15,488	10.3	275	28.2	84	47.6 10 60.0
Northeast Louisiana U	7,871	16.1	229	37.6	92	62.0 11 63.6
Northeastern Illinois U	4,028	13.2	85	9.4	*	11 45.5
Northeastern U	13,788	8.4	226	23.9	55	32.8 15 63.3
Northern Arizona U	11,046	1.4	344	15.7	107	28.0 20 40.0
Northern Illinois U	15,315	7.3	302	21.5	103	44.7 15 53.3
Northwestern St U of Louisiana	4,812	18.6	195	32.8	80	48.8 13 46.2
Northwestern U	Declined to respond †					
Ohio St U	34,349	5.4	328	22.0	90	40.0 13 61.5
Ohio U	14,015	4.2	325	16.3	92	34.8 15 46.7
Oklahoma St U	13,556	2.8	222	24.3	78	50.0 11 63.6
Old Dominion U	9,703	12.0	142	15.5	*	13 76.9
Oregon St U	12,394	1.2	215	23.3	79	45.6 15 40.0
Pennsylvania St U	Declined to respond †					
Pepperdine U	2,440	2.7	103	5.8	*	13 30.8
Providence C	3,797	2.0	178	7.8	*	10 90.0
Purdue U	26,742	3.8	310	27.4	90	48.0 14 50.0
Radford U	7,855	3.3	151	15.9	*	12 66.7
Rice U	2,792	5.9	274	26.3	106	37.7 18 66.7
Rider C	3,138	5.5	175	10.3	*	16 50.0
Robert Morris C	4,525	4.3	82	25.6	*	13 69.2
Rutgers U	21,440	9.5	302	21.9	69	47.6 12 83.3
Saint Bonaventure U	2,313	1.4	89	10.1	*	13 61.5
Saint Francis C (Pa.)	1,001	1.7	75	8.0	*	10 37.5
Saint Francis C (N.Y.)	Declined to respond †					
Saint John's U	Declined to respond †					
Saint Joseph's U	2,635	3.9	121	13.2	*	14 50.0
Saint Louis U	6,541	5.5	106	5.7	*	12 60.0
Saint Mary's C of California	1,975	3.6	160	12.5	*	11 54.5
Saint Peter's C	1,945	9.0	138	17.8	*	14 71.4
Samford U	Declined to respond †					
Sam Houston St U	11,188	11.3	190	31.1	80	45.0 13 69.2
San Diego St U	Declined to respond †					
San Jose St U	16,324	4.4	182	21.4	54	42.6 14 64.3
Santa Clara U	3,717	2.5	144	11.1	88	14.3 13 53.8
Seton Hall U	Declined to respond †					
Sierra C	2,773	1.5	26	23.1	*	15 33.3
Southeastern Louisiana U	8,500	6.0	136	27.9	*	13 76.9
Southern Illinois U at Carbondale	17,780	10.3	287	19.9	89	34.8 13 61.5
Southern Methodist U	5,045	3.9	191	18.3	85	33.8 14 50.0
Southern Utah U	2,882	0.9	140	10.0	62	16.1 14 28.6
Southwest Missouri St U	14,365	2.1	313	24.3	86	47.7 16 62.5
Southwest Texas St U	14,888	6.4	215	33.0	86	45.3 14 50.0
Stanford U	6,549	8.3	241	18.7	92	30.4 15 28.7
St U of New York at Buffalo	14,041	8.3	82	14.6	*	14 76.6
Stephen F. Austin St U	10,099	4.6	205	29.3	81	42.0 13 61.5
Stetson U	2,022	2.1	132	8.1	*	15 66.7
Syracuse U	12,896	6.3	319	27.0	82	47.6 7 42.9
Temple U	Declined to respond †					

\* The institution does not play Division I football.

† Some of the colleges that declined to respond cited privacy reasons, while others said they would wait for the NCAA to release the information collectively.

‡ At East Tennessee State, only information about freshman athletes was provided.

§ Weber State, like many universities, does not require students to identify their race. As a result, some universities reported a large number of unidentified students, which explains why Weber State shows more black athletes than black students over all.

	Undergraduates		Scholarship athletes			
	Total	Pct. black	All	Football	Men's basketball	
Tennessee Tech U	6,039	3.7%	145	26.9%	69	42.0% 12 58.3%
Texas A&M U	30,843	3.0	381	26.6	103	54.4 18 66.7
Texas Christian U	4,736	3.3	217	24.4	74	39.2 16 68.8
Texas Tech	18,345	3.0	223	26.9	83	41.0 14 64.3
Towson St U	9,821	7.8	220	17.3	65	35.4 13 76.9
Tulane U	5,581	6.3	173	35.8	87	49.4 14 64.3
U of Akron	13,541	7.3	236	25.4	78	53.8 13 61.5
U of Alabama	14,800	9.8	263	31.9	91	59.3 15 83.3
U of Alabama at Birmingham	1,731	28.7	109	17.4	*	14 71.4
U of Arizona	22,616	2.2	288	27.5	92	50.0 12 66.7
U of Arkansas at Fayetteville	10,203	5.6	245	30.2	81	54.3 15 80.0
U of Arkansas at Little Rock	5,450	10.7	107	15.0	*	15 60.0
U of California at Berkeley	21,590	6.9	290	23.1	85	43.5 15 53.3
U of California at Irvine	13,840	3.0	154	11.7	*	14 50.0
U of California at Los Angeles	23,594	6.7	322	26.4	88	52.3 12 83.3
U of California at Santa Barbara	15,975	3.2	147	8.8	*	13 53.8
U of Central Florida	10,847	3.5	218	20.2	80	36.3 13 61.5
U of Cincinnati	11,891	6.2	214	26.2	73	50.7 9 66.7
U of Colorado at Boulder	Declined to respond †					
U of Connecticut	14,167	3.7	207	18.8	88	33.8 11 63.6
U of Dayton	6,443	3.6	80	15.0	*	13 61.5
U of Delaware	13,945	4.4	135	25.9	82	29.3 13 69.2
U of Detroit	Declined to respond †					
U of Evansville	2,212	2.9	141	2.8	*	12 33.3
U of Florida	22,904	7.0	253	30.4	85	52.9 11 63.6
U of Georgia	19,633	5.9	303	32.3	93	58.1 15 73.3
U of Hartford	4,377	5.3	125	10.4	*	14 50.0
U of Hawaii	12,775	0.7	270	20.4	92	39.1 14 71.4
U of Houston	15,672	9.5	245	40.4	79	54.4 13 69.2
U of Idaho	6,427	1.0	152	20.4	71	29.6 11 74.4
U of Illinois at Chicago	13,761	10.6	187	10.7	*	14 85.7
U of Illinois at Urbana-Champaign	25,957	7.2	213	23.5	91	41.8 10 50.0
U of Iowa	16,270	2.7	351	14.8	91	35.2 14 50.0
U of Kansas	18,137	2.7	332	21.4	87	46.0 15 60.0
U of Kentucky	14,025	3.8	270	27.0	99	46.5 12 58.3
U of Louisville	10,139	11.5	330	24.5	97	50.5 13 76.9
U of Maine	7,406	0.6	178	14.0	65	26.2 14 42.9
U of Maryland Baltimore County	6,299	13.6	141	15.6	*	12 66.7
U of Maryland at College Park	21,288	11.2	328	23.8	93	40.8 11 72.7
U of Massachusetts at Amherst	17,189	2.4	245	9.8	67	27.3 13 61.5



## Blacks' Big Share of Scholarships Contrasts With Overall Enrollment

Continued From Page A30

campus of Boise State University, the chances are good that he's an athlete. Thirty-five of the 40 full-time black male students enrolled there in 1990-91 were athletes.

"People see me and immediately assume I'm on the track team,"

**"It is not bad to bring athletes to campuses if they're given a fair chance to succeed in the classroom as well as on the athletic field."**

says Ziddi Msangi, a senior fine-arts major at Boise State. "They ask, 'What sport do you play?'"

"My response is, 'I'm on the art team.'"

It's not only students who assume he is an athlete, Mr. Msangi says. "If you're black, faculty members assume you're an athlete, so ideas are presented to you as if you're stupid. Your academic potential isn't recognized."

Experts on race and others cite myriad problems that the abundance of black athletes and the relative dearth of other black students cause for both groups.

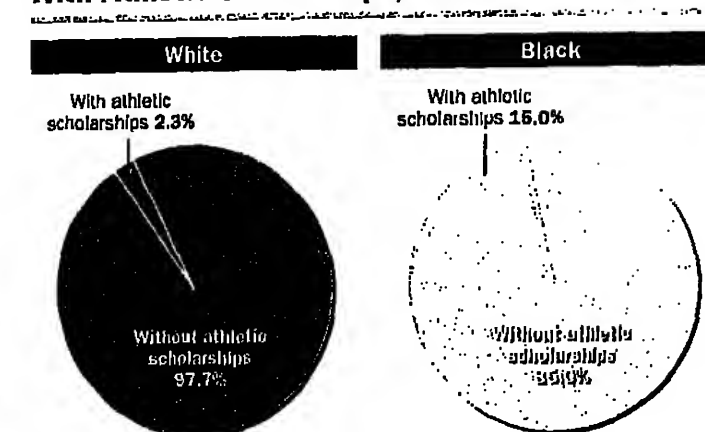
Richard Lapchick, director of Northeastern University's Center for the Study of Sport in Society, says his studies show that black athletes perform better academically and are actively engaged in extracurricular activities in high school, where they are likely to be surrounded by other blacks and have role models in the black teachers and administrators.

"In college all those things are reversed," says Mr. Lapchick, citing NCAA studies showing that many black athletes feel isolated and are more likely than whites to drop out, without a degree, after playing for four years.

"There is no support group in the community they can turn to for mentoring and leadership. They become a subculture, separated not only from whites but from other black students on campus," he says, noting that even black college coaches are in short supply as role models.

Many colleges have established

### Proportion of Male Undergraduates With Athletic Scholarships, 1990-91



Note: Figures are based on 245 NCAA Division I institutions  
SOURCE: Chronicle reporting

CHRONICLE CHART BY HOLLY HORNEN

special tutoring and advising programs designed to support the black athletes they recruit. But many of those programs, while beneficial, "conspicuously move these people out of encounters with the black culture," says Ronald C. Althouse, chairman of the anthropology and sociology department at West Virginia University and co-author of a forthcoming book about racism in sports.

"While African-American students are taking a serious re-examination of African-American and Eurocentric concerns, in many respects the black athlete is disallowed or discouraged from that kind of examination," says Mr. Althouse.

While Mr. Edwards of Berkeley worries about the black athlete who is thrust into a hostile or unfriendly environment on a white campus, he is more concerned about black non-athletes.

**'Integrity' of Process Eroded**  
He describes inner-city students who strive to take all of the few college-preparatory classes that their schools offer, "struggling to achieve some semblance of a creditable GPA, oftentimes under extremely difficult circumstances, like metal detectors and armed guards outside the schoolyard."

"He or she does all that," he adds, "only to be told that he or she doesn't qualify for a college like Berkeley, while the athlete at that school who took none of the college-prep courses not only gets in but gets scholarship support."

"That erodes the integrity of the academic process, not just at the university but at the high school. It tells them they are not valued, that education is a farce, that the notion

adds, "only to be told that he or she doesn't qualify for a college like Berkeley, while the athlete at that school who took none of the college-prep courses not only gets in but gets scholarship support."

"That erodes the integrity of the academic process, not just at the university but at the high school. It tells them they are not valued, that education is a farce, that the notion

**"If athletic scholarships were dropped, I don't think the money would be used to bring other minority students on campus."**

that struggling to get an education is the way to achieve is a lie."

Because black athletes are heavily represented, and black non-athletes underrepresented, on many campuses, Mr. Edwards says, colleges also may create a highly negative perception about blacks in the minds of white students, and even in other blacks.

"By not recruiting representative numbers of African-American students, while simultaneously increasing the number of African-American athletes who are almost uniformly less qualified than the black students who are turned down, the impression is created that blacks do better in athletics, because they are either disinclined or incompetent to perform academically," Mr. Edwards says.

**Avenue of 'Upward Mobility'**

As a high-school student, Mr. Sailes, the Indiana sociology professor, was recruited to overwhelmingly white Mankato State University on a tennis scholarship. He got his degree and embarked on a career in academe. Now, as founder of an advising group for black athletes, he defends big-time college sports as an avenue of "upward mobility" for young blacks.

"The graduation rate of black athletes is higher than for non-athletes," he says. "Sports give you the opportunity if you take advantage of it, and as long as colleges educate the kids they bring in, give them academic support and re-socialize them to realize that things besides sports are important, I have no problem with that."

Linda Greene, a law professor

and a member of the athletics board at the University of Wisconsin at Madison, agrees. "Athletics may for some be a vehicle of educational opportunity," she says. "I'm only troubled if they don't graduate, don't pursue a major as other students do, and if their life at the university is consumed by sports."

No solid numbers exist that compare the graduation rates of black athletes with those for other black students, although they will be available when the National Collegiate Athletic Association releases the results of its latest graduation rates survey late next month.

However, comparisons of graduation rates of black athletes and other students must take into account that athletes on full scholarship are not likely to face the heavy financial pressure confronting other black students, many of whom come from poor families. And now athletes don't get the intensive tutoring that athletes in most big-time sports programs receive.

**Better Balance Sought**

While sports officials and experts on race may disagree about colleges' past recruitment policies, they generally concur that colleges must better balance their pursuit of black athletes and non-athletes in the future.

Thomas K. Hearn, Jr., president of Wake Forest University and a member of the NCAA presidents' commission, says observers must acknowledge "how important athletics has been, not only in providing access but in providing role models, emblems of success, for African-Americans."

"College sports have played an enormously valuable role in bringing equal opportunity to a lot of people through athletics," says Mr. Hearn, who has been an outspoken advocate of tougher standards for athletes.

"But what we've got to do is move from this limited, tiny area of opportunity to expand opportunities to all kinds of young people, be doctors and lawyers and accountants."

**Hard Work and Money**

Wake Forest, Mr. Hearn says, is striving to do that. "When I came here, the number of African-American students was tiny, and they were predominantly athletes. We all agreed that this was a very big thing, and that we were failing in this responsibility."

In 1990-91, according to the Chronicle's survey, 59 of the 111 black male students at the university were athletes. In that same year about 7 per cent of Wake Forest's student body—and 29 per cent of its athletes—were black.

Next year, for the first time in history, says Mr. Hearn, 10 per cent of Wake's freshman class will be black.

Hard work and money are needed for colleges to achieve a balance, says Mr. Tribble.

"My point is, if you can be aggressive and have this kind of result with athletes, achieving a retention rate greater than for the student body, why can't you take the same kind of risk generally for other students, and give them the same kind of financial aid, the support services, the caring and nurturing

Athletics

## Judge Voids Nevada Law Limiting NCAA Inquiries

By DOUGLAS LEDERMAN

A federal judge has struck down a Nevada law that limits the National Collegiate Athletic Association's investigative powers, saying the measure restricts interstate commerce and violates the contract between the NCAA and its members.

Association officials hope the ruling will break the impasse that has hampered their inquiry into

charges of wrongdoing in the men's basketball program at the University of Nevada at Las Vegas. Besides overturning the law, the judge lifted a stay that had prevented the NCAA from proceeding with its inquiry.

**Plan for an Appeal**

But lawyers for those of the defendants in the lawsuit—former UNLV basketball coaches and sports officials—

plan to appeal the decision. They say they will seek a new restraining order from the U.S. Court of Appeals for the Ninth Circuit.

The ruling by Judge Howard McKibben voided a 1991 law that imposed due-process requirements on the NCAA's investigations of possible violations of its rules.

The law—prompted in part by the long-running legal battle between the NCAA and Jerry Tarkanian, the former Nevada-Las Vegas basketball coach—imposed conditions on NCAA investigations in the state. It required the NCAA to open its hearings to the public, allow accused coaches and colleges to confront their accusers, and provide those being investigated with copies of all documents in the case.

After the law's adoption, four UNLV sports officials who were subjects of the NCAA's investigation wrote the association to demand that it obey the Nevada law. NCAA officials, determining that they could not do so without ignoring their own procedures, which cannot be amended without a vote of its members, sued the four

the league's members to provide at least 40 per cent of their athletics opportunities to women by 1997. Big Ten athletics departments now provide 30 per cent of their athletics opportunities to women. The conference is the first to set specific gender requirements as a condition of membership.

"We often hurt ourselves because we are out in front and too strict," said Steven C. Beering, president of Purdue University and chairman of the league's presidents' council. "But we feel this is an issue to take a lead on, and we will also work to change things at the national level."

The presidents voted to propose that the National Collegiate Athletic Association place a cap on the number of participants in men's sports in Division I, particularly football. The proposal, the details of which are still to be worked out by the league, would be made at next year's NCAA convention.

While the NCAA limits the number of scholarships in each sport—in Division I-A football, it will be 92 this year—it imposes no limits on the number of players on a team. The average Division I-A football team had 117 players in 1990-91.

**Iowa Sets Its Own Goal**

The proposed cap would save money and help universities meet their gender goals, said Hunter R. Rawlings, III, president of the University of Iowa.

Iowa has set its own gender goal: In April the university approved a plan to assure that, within five years, its female students will participate in sports and receive athletic scholarships in proportion to their representation in the student body. Women make up 51 per cent of all students at Iowa today.

The Big Ten presidents also discussed, but did not vote on, placing a cap on men's teams at 10 per cent below the national average in all sports. According to Mr. Beering, that idea is unlikely to progress much further.

"Rather than piecemeal it out on the conference level, I think we're best advised to work with the NCAA on such issues," he said.

The presidents did not offer concrete proposals on how each institution ought to reach its 1997 goal. Mr. Beering and other presidents said league members were likely to add new women's teams, limit the size of men's teams, and reduce spending in the men's program in areas such as travel and recruiting.

## AN EVEN MORE USEFUL EDITION OF EVENTS IN ACADEME

**"The things we were asking for are basic American rights, yet they are wiped out in an arbitrary manner by the Gestapo NCAA."**

sports officials and several state officials in federal court.

In overturning the Nevada law, Judge McKibben said that the statute violated the interstate commerce clause of the U.S. Constitution, and that its benefits to Nevadans were "outweighed by the general harm to the uniform enforcement of regulations by the NCAA and its member institutions throughout the country."

The judge also ruled that the law would give institutions in Nevada an unfair advantage over other members of the NCAA by restricting the association's ability to enforce its rules against them.

**NCAA Officials Are Pleased**

NCAA officials said they were pleased by the decision. They said they hoped it would weaken the basis for similar laws in the three other states that have adopted them, and discourage other states from instituting such laws.

The sponsor of the Nevada statute, State Rep. Jim McCaughey, reflecting the opinions of other lawmakers, said Nevada did not plan to back down.

"The things we were asking for—open hearings, the right to confront accusers—are basic American rights, yet they are wiped out in an arbitrary manner by the Gestapo NCAA," said Representative McCaughey, a Republican and minority floor leader.

In a related matter, a Nevada judge this month ordered UNLV to pay nearly \$196,000 in court costs accumulated by Mr. Tarkanian in his legal dispute with the university and the NCAA.

You'll want to save this extraordinarily useful compendium of forthcoming meetings, conferences, seminars, and other noteworthy events in higher education. This fall's edition will be more useful than ever. In addition to the comprehensive listings, you'll find articles on how successful meeting planners work (and sometimes stumble); on academic travel in Eastern Europe; and on "how conventions help us celebrate the comings and goings in our lives that give special delight, special pain." Don't miss this pull-out special—in The Chronicle's August 5 issue.

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## International

### Palestinian Students Return to Bir Zeit U. After 4 Years of 'Underground' Classes



The new campus (above) of Bir Zeit University, located near Ramallah, has been allowed to reopen, but the old campus in the village of Bir Zeit remains closed.



reopened campus. But it does house, in addition to the science and engineering colleges, the university library and administration building, the anchors of any campus, and the reopening of those facilities has lent a sense of normalcy to university operations.

#### Old Campus to Reopen October 1

Even so, Ms. Taylor and other officials maintain that the institution will not return to normal until it is allowed to operate on its campuses.

Israel's military government in the West Bank has announced that it will allow Bir Zeit's old campus to reopen October 1, unless the army decides that the university is promoting or allowing anti-Israeli agitation.

It was just such agitation—mostly student demonstrations, protests, and political activity—that prompted the military to close Bir Zeit and other West Bank institutions many times before, the *fatwa*, and to decide on a wholesale down of Palestinian higher education on the onset of the uprising.

Officials of the universities consider the closures as an illegal form of collective punishment that "criminalized" education. But the Israeli authorities insist that the campuses served as focal points for activity that threatened Israel's control of the occupied territories.

Just this month An-Najah University in the West Bank town of Nablus was

shut down for seven days by the Israeli authorities, who cited recent disturbances there. An-Najah had been closed for three and a half years before being allowed to reopen last September.

#### Students Are Older

A glance around the cafeteria here—the center of campus social life—shows the effects of the past four years. The typical student is older on the average than in 1987. Some who began their studies before the Palestinian uprising still have a year or two to go to complete their degrees.

"For the last four years I've had to alternate study with work, in order to meet expenses," says Nabil Dabboub, a 28-year-old, third-year biology major. He first enrolled at Bir Zeit in the fall of 1987, the last semester the campus was open, and continued taking courses through the off-campus programs that the university sponsored.

"During the years of closure we actually studied harder than we had on campus," he says. "But we had no access to the library and had to run around from one place to another to get books. The off-campus labs had only the most basic equipment. Now everyone is taking their studies very seriously. No one wants to miss a thing."

"Really, the thing we want most," he adds, "is just to act normal on campus."

#### Fewer Women Are Enrolled

Fatima Jaouni, a freshman in the school of engineering, says the most important change for her is the student life that is possible only on a campus. "Here we can hold activities and we see one another on campus," she says. "The studies are the same, more or less, except that now we have bigger classrooms and the labs and drafting equipment are right at hand."

Ms. Jaouni had no explanation for another noticeable change: There are fewer women at Bir Zeit now than before the *Intifada*. According to Ms. Taylor of the public-information office, the number of women enrolled is down by about 30 percent. In 1987, the male-female ratio was almost even. The reason for the change is not clear, says Ms. Taylor, but it might be that, because of the uprising, parents are hesitant to allow their daughters to leave home.

Since both the university's lack of facilities and the uncertainties of life during the

*Intifada* caused a sharp decline in the number of first-year students who enrolled over the past four years, university officials are expecting a huge number of applications for the academic year that begins in October.

Nabil Kassis, a faculty member who currently serves as assistant to the university's acting president, Gabriel Baramki, says the university has not yet decided how many it will admit.

"The total student population is unlikely to be larger than the 2,500 or so we enrolled before the *Intifada*," he explains. "Our facilities are limited, and we want to maintain our student-teacher ratio."

However, the institution is campaigning

#### "During the years of closure

we actually studied harder than we had on campus. But we had no access to the library and had to run around from one place to another to get books."

against the military government's attempt to reduce the number of students from the Gaza Strip who can enroll at Bir Zeit.

Mr. Kassis says he did not anticipate the need for special remedial work for the students who had studied in inadequate conditions during the closure.

"Standards suffered a bit, but the catching up has to be done by the students themselves," he says. "Our students are required to pass a comprehensive examination in order to receive their degrees, and we don't intend to make any concessions to lower standards."

#### Its Worst Financial Crisis

The university is now in the midst of what may be the worst financial crisis in its history. While Bir Zeit has never been willing to disclose information on its budget, its financial base has never been strong. It lacks both an endowment and a government to which it can appeal for support.

The *Intifada* itself dealt a blow to the university's bank accounts. The West Bank and Gaza Strip sank into a recession caused by frequent business shutdowns, by the increasing problems that residents

Continued on Following Page

### To French Scholars, 'le Politiquement Correct' Is a Symptom of America's Social Breakdown

By PATRICIA BRETT

PARIS

"Political correctness" came to France this month, where it was subjected to two days of analysis and discussion by French and American academics and intellectuals.

Most of the French participants in the colloquium said the emergence of "le politiquement correct," as the controversial phenomenon is called here, was the result of an American inability to cope with the breakdown of society in the United States. They also appeared convinced that political correctness was the kind of phenomenon that could happen "only in America," as one put it, and would never surface in France—at least not in as virulent a form.

The seminar at the Sorbonne was organized by New York University's Center for French Civilization and *Les Editions Autrement*, a Paris publisher. "This is such a hot issue in the U.S., we thought it would be interesting to see what the French view of it is," said Thomas Bishop, who heads the NYU center.

The consensus among the French at the seminar was that although the famous U.S. melting pot had never really worked, in the past those who had not quite melted had kept their mouths shut. But times have changed, and those who do not fit the "American model" are now desperately seeking an identity.

The resulting "Balkanization" of society can lead to disastrous consequences,

warned Françoise Gaillard, a professor of literature at the University of Paris. "The cure is worse than the disease," she argued, "because political correctness does not favor integration. Instead, it closes people off from each other and makes them less interested in others who are not like them."

#### Individuals or Communities?

For Daniele Sallenave, a writer and professor of literature at the University of Paris, the question raised by PC—the shorthand quickly adopted by speakers here—was simply this: "Do we want to protect the rights of individuals or those of communities? We cannot have both."

Denis Lacorne, a professor of history at the Institute of Political Studies in Paris, said he was resolutely pro-PC. "The debate over PC is based on fear," he said. "Parents are afraid that they will pay huge amounts of money and have their children get a poor education."

The PC debate has questioned "the canons" of education, but, he argued, educational standards are constantly changing. What is seen as "traditional" and a guarantee of "a quality education" today was deemed as "radical" and "unacceptable" in the past, he said. Conservatives don't like post-modernism, said Mr. Lacorne, because it questions the values they would like to perpetuate. "They take small bits

Continued on Following Page

### U. of Zimbabwe Expels Its 10,000 Students After Weeks of Protests Over Tuition Increase

By STEVE ASKIN

The University of Zimbabwe has expelled 10,000 of its students following weeks of protests against a government-ordered tuition increase of 25 percent.

Students had demanded increased financial aid, but their demonstrations—both on the campus and in downtown Harare—also touched on broader questions involving alleged corruption and mismanagement in the government of Robert Mugabe, Zimbabwe's President.

In a telephone interview, the university's acting vice-chancellor, Gordon Chavanduka, said violence had forced the institution's governing council to take the extreme step of expelling the students.

"They have a right to demonstrate, and we supported them in that right," he said, "but when it became violent at the end, that we could not tolerate."

The University Council also indefinitely suspended the student government. Mr. Chavanduka said students would have to apply to be re-admitted.

The expulsions followed a demonstration last month during which some students smashed store windows and overturned cars in downtown Harare after marching to the Ministry of Education.

Up to that point, Mr. Chavanduka had defended the right of students to protest, according to human-rights activists in Harare. Earlier in May, after riot police had used tear gas against students' demonstrating on the campus, the vice-chancellor

negotiated an unprecedented agreement in which police gave *de facto* recognition to the right of students to peaceful protest.

After the agreement was reached, students—whose past protests almost invariably had been met with police violence—staged several peaceful demonstrations on and off the campus.

#### Attempt to Seal Off Ministry

The demonstrations turned violent May 28, as police intervened to block a student attempt to seal off the Ministry of Education building. Even then, according to an official of Zimbabwe's Catholic Justice and Peace Commission, the police seemed merely to "poke at" students with riot batons, eschewing the use of tear gas and the extreme violence that had characterized their past responses to student protests.

Following that clash, however, the police banned all off-campus demonstrations, and squads equipped with riot gear surrounded the campus. Students boycotted classes for several days to press their demand for an increase in financial aid to help them meet the higher costs of attending the university.

Higher Education Minister David Karimanzira announced that the government would ignore the students' demands. "No government worth its salt can tolerate such pressure," he said.

When the protests continued, the university announced the expulsion of all students.



Nabil Kassis, a physics professor who is now assistant to the president, "Standards suffered a bit, but the catching up has to be done by the students themselves."

The American Astronomical Society has raised \$45,000 in personal contributions from its members to assist colleagues in the former Soviet Union.

The society, which set up the fund in February, will use \$30,000 of the total to finance research grants of \$100 each to 300 astronomers in the former Soviet republics. The balance will be used to pay for subscriptions—including air-mail delivery—to eight leading U.S. astronomy journals.

Officials of the society said their effort was the only international initiative to date developed specifically to help astronomers in all of the former Soviet republics. It is intended as a stopgap measure to prevent the dissolution of a generation of young astronomers in that region.

"This is a one-year or two-year effort," said Stanford E. Woosley, a professor of astronomy and astrophysics at the University of California at Santa Cruz and chairman of the society's Committee to Support Astronomy in the Former Soviet Republics. "We cannot and do not intend to permanently support astronomy in the former Soviet Union."

A similar fund-raising effort to provide research grants to physicists in the former Soviet Union was started in April by the American Physical Society. As of last week, it had raised more than \$31,000 in donations from its members.

Ernest M. Henley, a physics professor at the University of Washington and the society's president, said he expected the fund to exceed \$100,000. He said the Alfred P. Sloan Foundation would provide up to \$100,000 in matching funds.

Israel's Ben-Gurion University has received a \$5-million donation from the man who headed Czechoslovakia's secret police in the late 1940's.

Zoltan Toman, who is now 83 years old and divides his time between Venezuela and California, was Minister for Security Affairs in the Czechoslovak Communist regime that came into power after World War II. At a meeting of the university's Board of Governors this month, at which he was a guest, Mr. Toman recounted how he decided to open up Czechoslovakia's borders to Jewish refugees fleeing Eastern Europe for freedom in the West and in Israel. He said that he had resisted pressure from his own Communist Party and from the former Soviet Union to close the country to his fellow Jews, and that that had led to his arrest and incarceration in 1948.

Mr. Toman managed to escape from prison. His wife, however, committed suicide while he was behind bars, and his son—2 years old at the time—disappeared.

Mr. Toman fled to Venezuela, where he went on to become a successful lawyer and wealthy businessman. His latest gift brings to \$5-million his total contributions to the university.

By HERBERT M. WATZMAN

RAMALLAH, ISRAELI-OCCUPIED WEST BANK

The offices smell of fresh paint. New pictures of Abu Jihad, the slain military chief of the Palestine Liberation Organization, have been plastered all over the cafeteria. Librarians are dusting off books and updating catalogs. And students are re-adjusting to lecture halls and laboratories after years of "underground" classes in cramped apartments and rented rooms. Bir Zeit University is back.

At the end of April the university—the last Palestinian institution of higher education to remain closed by Israeli military order—was allowed to reopen its new campus, outside Ramallah.

Bir Zeit's two campuses, like those of the five other universities and 17 junior colleges in the West Bank and Gaza Strip, were shut down by the Israeli occupation authorities in January 1988, soon after the start of the Palestinian uprising known as the *Intifada*.

Like the other institutions, Bir Zeit eventually put together a system of off-campus programs that enabled it to offer classes and even graduate many of its students. But not having access to its administrative, laboratory, library, and other facilities limited both the extent and quality of its offerings.

#### Considered the Most Problematic

Two years ago Israel's Defense Minister, Moshe Arens, began allowing the Palestinian institutions of higher education to reopen, one by one. Bir Zeit, the most prominent and the one that Israeli authori-

ties had long considered the most problematic, was last on the list.

Actually, as everyone here is quick to point out, the university is only half open. Its original campus in the village of Bir Zeit, home to the schools of commerce and the humanities, remains closed under army orders. The students in those departments are still attending off-campus classes in and around nearby Ramallah.

According to Penny Taylor of the university's public-information office, fewer than half of the currently enrolled 1,800 students are in departments based on the



## Chile's Students Protest Aid Policies With Boycotts, Building Takeovers

By TIM FRASCA

SANTIAGO, CHILE—Chile is seeing the first outbreak of student unrest since the end of military rule in 1990.

Students on at least 10 campuses have taken over buildings and staged class boycotts to protest financial-aid policies that they say are inadequate and unfair.

The traditionally militant students of the Metropolitan University of Educational Sciences here led the way with a takeover of the rector's offices and other campus facilities. Negotiations brought an end to the occupation after two weeks, but classes were still suspended last week.

A march on the Education Ministry led to the arrest of several protesters, including the president of the University of Chile's student federation, Arturo Barrios.

Protesters also occupied buildings at the Catholic University of Valparaíso, the University of Bío-Bío in Concepción, Frontier University in Temuco, and the University of Playa Ancha. Sympathy protests were held at the Chillán campus of the University of Bío-Bío and at Arturo Prat University in Iquique.

### Seeking Radical Changes

Students are demanding radical changes in the system of loans and scholarships that they rely on to finance their education. Chilean students receive loans, based on

need, to cover a proportion of their fees, but their eligibility must be examined every year.

"With the appeal and re-appeal process, and the shortage of social workers, students end up spending half the year thrashing out their financial-aid situation," says Nina López, executive secretary of the University of Chile Student Federation.

In addition, financial-aid funds are notoriously short. In recent years, student aid has been paid out of revolving funds at each university, and they are replenished only by graduates' repayments. With the usual rates of delinquency, the funds shrink and must be supplemented by special authorizations.

In 1991, the government contributed to the loan pools at some universities. Alejandro Ormeño, the rector at the Metropolitan University, allocated additional funds from elsewhere in the institution's budget last year, but when he was unable to do so again this year, students protested.

### Reaction at Teachers' Colleges

Teachers' colleges such as the Metropolitan University and Playa Ancha tend to react first to financial issues, since teachers in Chile are poorly paid. Students pursue their studies as their total indebtedness climbs to levels they feel they can never repay.

One participant in the takeover



Arturo Barrios, president of the University of Chile Student Federation, speaking at a campus rally. He was among those arrested in a march on the Education Ministry.

at the Metropolitan University, physics student Rodrigo Angulo, said he had paid about half his 292,000-peso annual fees—about \$840—out of his own funds, got a loan for another quarter of the total, and received a scholarship to cover the rest. His total debt after five years, when he will qualify for a teaching job, will be more than \$1,000, and his starting salary as a teacher will be less than \$200 a month.

Some students have said that the Metropolitan University needs an additional 521 million pesos, or about \$15-million, just to cover students' need-based loans this year.

Government officials have reacted angrily to the protests. Educa-

tion Minister Ricardo Lagos said his door was "always open" to discuss problems, but that he would refuse to meet with student leaders who used force. Mr. Lagos was scheduled to meet with the Council of Rectors last week to discuss the unrest and try to involve the university officials in "a constructive process," a ministry official said.

The most likely outcome will be quicker attention to a series of proposals made by a special government-appointed committee in 1990. Among other things, that panel recommended that graduates be required to make loan payments only if they earned more than 80,000 pesos a month, or about \$228, and that such payments not exceed 5 per cent of their monthly salary. Those earning less would be excused from payment until their earnings reached that level.

### 'Don't-Pay Culture'

"There developed a certain 'don't-pay culture' during the last government, which lingers on," said José Joaquín Brunner, chairman of the committee.

Since the end of military rule in 1990, government support for higher education has risen some 30 per cent in real terms.

Mr. Ormeño, the Metropolitan University's rector, blamed

"Communists" for the disturbances on his campus.

Student leaders and observers, who acknowledge that leftists have led the agitation, quickly add that the grievances are real and deserve broad sympathy.

### 'A Degree of Complicity'

Despite their public criticism of the protests, the rector's are not entirely unhappy with the disturbances, according to some observers.

"I think there is a degree of complicity on their part, insofar as they know the troubles will shake loose more money for their campuses," said a government official who asked that he not be identified by name.

For that matter, the Education Ministry itself may have a similar view of the unrest, as it fights for more money from the powerful Finance Ministry.

"We're all affected by the increasing difficulty of paying college," said Ms. López of the Student Federation at the University of Chile.

"This university used to be a great opportunity for lower- and middle-class kids," she added. "Now you see that the student body is more and more composed of the well-to-do."

## French See 'le Politiquement Correct' as Symptom of U.S. Decline

Continued From Preceding Page  
tacks for a veritable coup d'état," he said.

One problem many French have with the whole issue is, Where does being politically correct put you on the political spectrum—on the right or on the left? "Is this the latest idea of a tired-out left looking for a breath of fresh air, or is it a gadget of the right's to create a new 'Satan' now that Communism is dead?" Ms. Gaillard asked.

Political correctness "claims to emanate from the left," said Pascal Bruckner, a writer and lecturer in politics at the Institute of Political Studies. "But from what I read about it in the press, it sounds more like statements I hear from the extreme right in France."

According to Mr. Bruckner, PC tends to "imprison" people in behavior that is based on race or gender. He likened it to a type of "reactionary romanticism" that flour-

ished in Germany in the last century. "I fear that PC is the return to a kind of orthodoxy," he said, an attitude shared by many of the French participants. Said Ms. Salenave: "It's an attempt at moralization of the language."

### 'More Than a Warning'

Philippe Roger, director of research at the National Center for Scientific Research in Paris, agreed that PC was a quest for morals. But he expressed fears about efforts to enforce political correctness with devices such as speech codes: "You could have regulations dealing with the use of nuances or even intonation."

Ms. Gaillard said that the PC experience in the United States was being taken seriously in France. "It represents more than a warning," she said. "It's not PC itself that is a threat, but it shows us what results from a disastrous so-

cial policy and breakdown in democracy." Ms. Gaillard said the best way to avoid the mistakes of the resulting social ills of the United States was to practice what she called "universalism"—the integration of different cultures into the system through efficient social policies and education.

Mr. Bruckner said he was worried about PC's becoming a phenomenon in Europe, where it "is tolerant and has always encouraged the discussion of different points of view." American culture, in contrast, is in bad health, he said. "In the U.S. there is a healthy ignorance," he said. "The universities are islands of ignorance and culture in a sea of ignorance."

Said Mr. Roger: "The reason America is very important to me is because everybody knows they'll never read another book afterwards."

## Name Dropping

AS MANY other institutions have done recently, Michigan State University looked to its emeritus ranks for an interim president after John DiIulio announced in May that he would be leaving to become president of Tufts University.

Gordon Guyer, professor emeritus of entomology who retired this spring as vice-president for governmental affairs, was named to the post by the university's Board of Trustees.

Mr. Guyer, on the faculty since 1954, earned all three of his degrees at Michigan State. (He also served as director of the state's Department of Natural Resources from 1986-88 during Gov. James Blanchard's administration.)

Rumors are circulating that members of the Board of Trustees have said they won't appoint a permanent president until after the November election. Reportedly, some Democrats on the board would like to appoint former Governor Blanchard to the post. Mr. Blanchard, a Democrat, is an alumnus of the university.

While denying any political motive, Gov. John Engler, the state's current Governor, a Republican, and also an alumnus of MSU, asked Dean Pridgeon, chairman of the board and a Republican, to drop his retirement plans and seek re-election in November.

An unusual number of academics are among the 33 new MacArthur Fellows announced this week (see complete list in this week's Scholarship section). The 19 fellows with university affiliations include two historians with special interests in the 19th-century American South: Barbara Fields, author of *Slavery and Freedom on the Middle Ground*, and Suzanne Lebsock, whose *Free Women of Petersburg* examines women's status in a Virginia city in the 19th century.

Other academic fellows include John Holland, a computer scientist at the University of Michigan who created the genetic algorithm, a general computational formula used in problem solving; Evelyn Fox Keller, a mathematical biologist who is professor of women's studies and rhetoric at the University of California at Berkeley; and Uri Treisman, now a professor of mathematics at the University of Texas at Austin, who this summer is conducting a National Science Foundation workshop at the University of California at Berkeley for disadvantaged high-school students.

Fellow Robert H. McCabe, president of Miami-Dade Community College, was cited for "establishing that community colleges can maintain . . . open access for all students without compromising academic excellence."

Yet another resignation at Yale University: Michael E. Levine, dean of the university's School of Organization and Management, is leaving to become executive vice-president for marketing at Northwest Airlines. Considerable dissension greeted President Benno C. Schmidt, Jr.'s appointment of Mr. Levine to the deanship in October 1988, as students feared possible curricular changes. Mr. Levine did reorganize the school considerably. Mr. Levine, a former president and chief executive officer of New York Air, said his departure was in the works well before Mr. Schmidt's resignation.

When her husband, Ted Turner, delivered the commencement address at the Citadel, Jane Fonda stayed away because of protesters (Name Dropping, May 27). But she sat in the front row—and received an ovation—when he spoke at the University of Denver's commencement this month.

## Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS

Charles J. Joiner  
University of Alabama  
at Birmingham



George J. Banziger, Jr.  
College  
of Mount St. Joseph



David Richardson  
Salt Lake Community  
College



Richard Guarasci  
Hobart College



John P. Carrier  
West Virginia Institute  
of Technology



J. Thomas Isherwood  
Northern Kentucky  
University



Gabriel J. Basil  
Schenectady County  
Community College



Homer R. Pankey  
Thomas College  
(Ga.)

■ **New college and university chief executives:** American University of Paris, Glenn W. Ferguson; College of San Mateo, Peter J. Landsberger; Deep Springs College, Sherwin W. Howard; Harrisburg Area Community College, Mary L. Fifield; King College (Tenn.), Richard Stanislaw; Mankato State University, Richard R. Rush; Montgomery College (Tex.), William D. Law, Jr.; Schenectady County Community College, Gabriel J. Basil; Thomas College (Ga.), Homer R. Pankey; West Virginia Institute of Technology, John P. Carrier.

■ **Other new chief executives:** American Antiquarian Society, Ellen S. Dunlap; National Environmental Education and Training Foundation, Barbara Marsilius Link.

## Appointments, Resignations

Roy Auerhahn, dean of undergraduate studies and associate vice-president at Illinois State U., to provost at Valparaiso U.

George J. Banziger, Jr., assistant provost and dean of continuing education at Marietta College, to academic dean at College of Mount St. Joseph.

Gabriel J. Basil, vice-president and dean of academic affairs at Schenectady County Community College, to president.

G. Kemble Bennett, associate dean of engineering at Texas A&M U., to director of the Texas Engineering Extension Service and associate deputy chancellor for engineering of Texas A&M U. System.

John Bethony, former campus minister at North Carolina Wesleyan College, to campus minister at U. of North Florida.

George E. Biles, professor of manage-

ment at American U., to dean of the school of management at Robert Morris College.

John W. Boyer, professor of history at U. of Chicago, to dean of the college of arts and sciences at Austin Peay State U.

D'Ann Campbell, associate professor of history at Indiana U., to dean of the college at Colgate U.

Michael A. Caspato, dean of students at Harvey Mudd College, to dean of the college at Colgate U.

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## Gazette

**John P. Carrer**, vice-president and academic dean at Concord College (W. Va.), president of West Virginia Institute of Technology.

**David B. Chang**, professor of electrical and computer engineering at U. of Colorado, to dean of the College of Engineering and Applied Sciences at Arizona State U.

**Jerry L. Cohan**, professor of psychology at U. of Rhode Island, also to associate dean of the college of arts and sciences.

**Sherril N. Coe-Parkins**, vice-president for student affairs at Chicago State U., to vice-president for student affairs at Marquette U.

**Paul B. Cook**, executive vice-president for administration and technology at Western Kentucky U., has announced his retirement, effective June 30.

**David W. Elland**, consultant in Portland, Ore., to director of development at U. of Portland.

**Glenn W. Ferguson**, former U. S. Ambassador to Kenya and former president of U. of Connecticut, to president of American U. of Paris.

**Carlo M. Ferraro**, chairman of brain and vascular research at Cleveland Clinic Foundation, to professor of surgical research, professor of physiology and pharmacology, and director of the Center for Research on Hypertension at Wake Forest U.

**Mary L. Field**, vice-president for academic affairs at Mott Community College, to president of Harrisburg Area Community College.

**Graciela G. Figueroa**, director of community and school relations at Glendale Community College, to associate vice-chancellor for public information and community relations at Houston Community College System.

**Kenneth Frazier**, acting director of the General Library System at U. of Wisconsin at Madison, to director.

**Loren Friesen**, vice-president for advancement at Tabor College, also to chief executive officer of Tabor Foundation.

**Peter Garcia**, physician in California, to director of the health center at U. of Wisconsin at Milwaukee.

**Michael Giese**, chair of music at Colorado College, to acting president.

**Richard Guarnato**, associate dean for university programs and professor of government at St. Lawrence U., to dean of Hobart College of Hobart and William Smith Colleges.

**Kathryn M. Hall**, assistant director of affirmative action at Cleveland State U., to director of affirmative action and diversity at Cuyahoga Community College.

**H. William Heller**, dean of the college of education and allied professions at U. of North Carolina at Charlotte, to dean and executive officer of U. of South Florida at St. Petersburg.

**Richard G. Hembarger**, vice-president for finance and treasurer at Beaver College, to vice-president for business affairs and treasurer at Roanoke College.

**Mary J. Hitt**, special assistant to the president at West Virginia U., to executive officer for social justice.

**Lynn K. Hogan**, director of corporation and foundation relations at U. of Washington, to vice-president for development at Whitman College.

**Sherwin W. Howard**, dean of the college of arts and humanities at Weber State U., to president of Deep Springs College.

**Thomas Isherwood**, interim dean of the college of professional studies at Northern Kentucky U., to dean.

**Charles L. Johnson**, senior associate dean of the school of health-related professions at U. of Alabama at Birmingham, to dean.

**Mervin W. Jones**, former vice-president for business and fiscal affairs at Howard U., to vice-president for financial affairs at Marquette U.

**Patrik M. Joyce**, vice-president for university advancement at U. of Dayton, to vice-president for university relations at Duquesne U.

**Brenda K. Kide**, director of development services at Emory U., to vice-president for development at Ferrum College.

**John Kuchelka**, dean of student life at Saint Mary-of-the-Woods College, to vice-president.

**Ron Kuehl**, former associate vice-president for development at Trinity Western U. (British Columbia), to vice-president for advancement at Tabor College.

**Peter J. Landaberg**, dean of the business and computer systems division at De Anza College, to president of College of San Mateo.

**William D. Law, Jr.**, former president of

Lincoln Land College, to president of Montgomery College (Tex.).

**Michael E. Levine**, dean of the School of Organization and Management at Yale U., has resigned.

**Jaques Law**, theater director, to director of the university theater at College U.

**Kofi Lamptey**, associate professor of education at State U. of New York at Buffalo, to chairman of administrative and foundational services in the college of education at Louisiana State U.

**Glenn L. Lyttles**, director of undergraduate admissions at Wichita State U., to vice-president for enrollment management at Tabor College.

**Michael T. Maraden**, associate dean of academic affairs in the college of arts and sciences at Bowling Green State U., to dean of arts and science at Northern Michigan U.

**Donald J. Marsh**, former professor and chairman of physiology and biophysics at U. of Southern California, to dean of medicine and biological sciences at Brown U.

**Jon W. May**, chair of visual arts at U. of Dayton, to chair of art at U. of Arizona.

**Gordon E. Michaels, Jr.**, professor and chairman of religion at Oberlin College, to dean and warden and professor of humanities at the New College campus of U. of South Florida.

**Harriet R. Penney**, vice-president for development and external relations at California U. of Pennsylvania, to president of Thomas College (Ga.).

**Danny Parker**, chairman of social sciences at Truett-McConnell College, to associate dean for instruction and assessment.

**Ralph L. Pearson**, vice-president for academic affairs and academic dean at Otterbein College, to vice-president for academic affairs at U. of St. Thomas.

**Stephen S. Prokopoff**, director of the art museum at U. of Illinois at Urbana-Champaign, to director of the museum of art at U. of Iowa.

**James C. Ramsey**, executive director

of the Office of Financial Management and Economic Analysis of State of Kentucky, to vice-president for administration and technology at Western Kentucky U.

**Carmen C. Reagan**, associate professor of marketing at Austin Peay State U., to dean of the college of business.

**David Richardson**, former provost and campus dean of the Moreno Valley campus of Riverside Community College District, to dean of the school of humanities and sciences at Salt Lake Community College.

**Richard P. Rush**, executive vice-president and professor of English literature at California State U. at San Marcos, to president of Mankato State U.

**Thomas M. Schutte**, president of Rhode Island School of Design, has resigned.

**James Shaw**, government documents librarian at California State U. at Fullerton, to social-science reference librarian at U. of Nebraska at Omaha.

**Kenneth H. Smith**, associate vice-president for business and finance at Marquette U., to vice-president for administrative affairs.

**Carl F. Slinger**, vice-president for business and finance at Marquette U., has retired.

**Michael I. Sovern**, president of Columbia U., has announced his resignation, effective June 30, 1993.

**Richard Stanislav**, vice-president for academic affairs at Taylor U., to president of King College (Tenn.).

**W. Craig Tanner**, professor and chairman of English at Mississippi College, to vice-president for academic affairs at Hardin-Simmons U.

**David L. Wagner**, vice-president and treasurer of C. W. Benedict Foundation, to chief investment officer and associate vice-president for investments at Northwestern U.

**James E. Ward**, professor of multicultural studies at Bowdoin College, to dean of the college.

**Karen West**, assistant to the president for college affairs at State U. of New York College at Fredonia, to director of corporate and foundation relations.

**Glen L. Williams**, vice-president for fin-

ance and administration at U. of Texas at El Paso, has announced his resignation, effective August 31.

**Roger Wyse**, professor of agriculture at Rutgers U., to dean of the college of agricultural and life sciences at U. of Wisconsin at Madison.

## IN THE ASSOCIATIONS

**John A. Curry**, president of Northeastern U., has been elected chairman of Association of Independent Colleges and Universities in Massachusetts.

**Ellen S. Dunlap**, director of Rosenbush Museum and Library (Philadelphia), to president of American Antiquarian Society, effective in October.

**Richard E. Mandeville**, president of New Hampshire Technical College at Manchester, to director of the Commission on Vocational, Technical, Career Institutions of New England Association of Schools and Colleges.

**John C. Griffiths**, 80, professor emeritus of geosciences at Pennsylvania State U., June 2 in State College, Pa.

**Walter Grossman**, 73, professor emeritus of library science at U. of Massachusetts at Boston, May 29 in Conway, Mass.

**The Rev. James H. Lambert**, 78, former professor of canon law and sacred scripture at Marist College and Seminary, June 1 in Brighton, Mass.

**Albert Lapawsky**, 84, professor emeritus of political science at U. of California at Berkeley, June 2 in Berkeley, Calif.

**Max Lerner**, 89, writer, journalist, former chairman of the Graduate School of Arts and Sciences at Brandeis U. and former member of the faculty at San Francisco State U., June 5 in New York.

**June Louin-Tapp**, 62, distinguished nursing professor at U. of Osnabrück (Germany) and professor of child development at U. of Minnesota, June 4 in Osnabrück.

**Reginald Malcolmson**, 79, professor emeritus of architecture and former dean of the College of Architecture at U. of Michigan, June 1 in Ann Arbor, Mich.

**The Rev. Thomas A. McNally**, 73, professor emeritus of psychology at Fairfield U., May 31 in Westport, Conn.

**Robert E. Young**, dean and professor of education at U. of Wisconsin at Fox Valley, to program associate at Bush Foundation.

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## Deaths

**Robert Booth**, 75, former director of the library-science program at Wayne State U., May 15 in Detroit.

**Ricardo A. Caminos**, 76, former director of Egyptology at Brown U., May 1 in London.

**Gerhard Closs**, 64, chairman of chemistry at U. of Chicago, May 24 in Park Park, Ill.

**Donald R. Glancy**, 65, professor emeritus of theater at Ohio State U., May 3 in Indianapolis.

**John C. Griffiths**, 80, professor emeritus of geosciences at Pennsylvania State U., June 2 in State College, Pa.

**Walter Grossman**, 73, professor emeritus of library science at U. of Massachusetts at Boston, May 29 in Conway, Mass.

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## Gazette

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**1 Canada Day (Canada)**

**2-4: Women.** "Women, Politics, and Public Voice in the New Europe," international conference, Luxembourg International Conference, Clark University, and other sponsors, Bibliothèque Nationale, Luxembourg. Contact: Rachel Joffe Falmagne, (508) 793-7358.

**2-8: Education.** Annual convention, National Education Association, Washington Convention Center, Washington, D.C. Contact: Cheryl T. Banner, 9th Capitol, 301 South 8th Street, Lincoln, Neb. 68510; (800) 288-8592 or (402) 489-9000.

**7-11: Science education.** "Revitalizing the Engineering, Mathematics, and Science Curricula via Symbolic Algebra," workshop, National Science Foundation and Rose-Hulman Institute of Technology, Terre Haute, Ind. Contact: Mark A. Yoder, Rose-Hulman Institute of Technology, 5500 Washburn Avenue, Terre Haute, Ind. 47803; fax (812) 877-3198.

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Henry G. Neal, Executive Secretary and Counsel, Board of  
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Margaret Caulfield, Georgia Center for Continuing Education  
(404/542-1586) or D. Parker Young, Institute of Higher  
Education, The University of Georgia, Athens, Georgia 30602  
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## 2<sup>ND</sup> INTERNATIONAL CONFERENCE ON SEXUAL ASSAULT ON CAMPUS

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Conference Co-chairs  
Bernice Sandler, Ph.D.,  
Women's Policy Studies  
Ann McEvoy, Ph.D.,  
Wittenberg University  
Speakers include:  
Nancy Ziegenmeyer  
Mary Koss, Ph.D.,  
Allen Adams, LL.B.  
Barry Burkhardt, Ph.D.  
Marlene Young, Ph.D., LL.M.  
Carol Bohmer, Ph.D., LL.M.  
Andrea Parrot, Ph.D.  
Gail Aburabanel  
And 18 More Speakers

Call for details  
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## Coming Events CONTINUED

- 13-15: Peace studies.** "Conflict-Resolution Techniques and International Conflict: Dialogues on Current Cases," seminar, United States Institute of Peace, Mayflower Hotel, Washington, Contact: Wanda Vann Parker, 1550 M Street, N.W., Washington 20005-708; (202) 429-3848, fax (202) 429-6063.
- 13-17: Cognition.** "Play and Cognitive Ability: The Cultural Context," workshop, Wheelock College and United States-Israel Binational Science Foundation, Boston, Contact: Play Workshop, Wheelock College, 230 Riverway, Boston 02215; (617) 734-5200, ext. 139.
- 13-24: Drug abuse.** Summer Institute for Alcohol and Other Drug Studies, State University of New York, Buffalo, N.Y. Contact: Rosemarie Choi, Institute for Alcoholism Services and Training, 113 Cary Hall, State University of New York, Buffalo, N.Y. 14214-3005.
- 13-24: Philosophy.** "Interpretation, Remembrance, and Community: After Hermeneutics," annual session, Collegium Phenomenologicum, Perugia, Italy, Contact: Stephen H. Watson, Department of Philosophy, University of Notre Dame, Notre Dame, Ind. 46556; (219) 339-7534.
- 13-24: Student personnel.** "Student and Institutional Success: Winning Strategies for Challenging Times," national conference on student retention, Noel/Levitz Centers, Hyatt Regency Hotel, San Francisco, Contact: Theresa Teasdale, Noel/Levitz Centers, 902 East Second Avenue, Coralville, Iowa 52241; (319) 337-4700 or (800) 738-4700.
- 13-24: Environmental studies.** "Water Resources and Environment: Education, Training, and Research," conference, Colorado State University, Fort Collins, Colo. Contact: Janet Lee Monter, Civil Engineering Department, Colorado State University, Fort Collins, Colo. 80523; (303) 491-7425, fax (303) 491-7727.
- 13-24: Teaching.** Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judi Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7484.
- 13-18: Mathematics.** "Mathematical 3.1," workshop, Interactive Mathematics Text Project, Towson State University, Towson, Md. Contact: John Morris, Department of Mathematics, Towson State University, Towson, Md. 21204; (410) 830-3595.
- 13-18: Mathematics.** "Mathematics for Windows," workshop, Interactive Mathematics Text Project, Los Angeles Pierce College, Woodland Hills, Cal. Contact: Tom McCutcheon, Department of Mathematics, Los Angeles
- Pierce College, 6201 Winnetka Avenue, Woodland Hills, Cal. 91371; (818) 347-0551, ext. 468.
- 13-18: Mathematics.** "Mathematics for Windows," workshop, Interactive Mathematics Text Project, Morehouse College, Atlanta, Contact: Henry Tate, Department of Mathematics, Morehouse College, Atlanta 30314; (404) 215-30314.
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## Deadlines

A symbol (\*) marks items that have  
not appeared in previous issues of  
The Chronicle.

### FELLOWSHIPS

**August 1: American Indians.** Applications from women of American Indian heritage for graduate fellowships. Contact: Michelle Center for the History of the American Indian, Newberry Library, 60 West Walton Street, Chicago 60610.

**August 1: Fulbrights.** Applications for Fulbright awards for research and/or lecturing in countries other than in Australia or South Asia. Contact: Council for International Exchange of Scholars, 3007 Tilden Street, N.W., Box 600, Washington 20008-3009; (202) 686-7877.

### GRANTS

**July 1: Non-profit sector.** Applications for grants for research on the non-profit sector. Contact: Elizabeth T. Baris, Director, Nonprofit Sector Research Fund, Aspen Institute, Suite 1070, 1333 New Hampshire Avenue, N.W., Washington 20036; (202) 736-5800.

**July 1: Occupational safety and health.** Applications for grants for education programs in occupational safety and health. Contact: (404) 332-4351 or Adrienne McCleod, Grants Management Specialist, Grants Management Branch, Procurement and Grants Office, Centers for Disease Control, Room 300, 255 East Paces Ferry Road, N.E., Atlanta 30305; (404) 642-6630. (For further information, see *Federal Register*, January 24, Pages 2,914-6.)

**July 15: Humanities.** Applications for grants for travel to collections for research in the humanities. Contact: Kathleen Mitchell, Travel to Collections Program, Division of Fellowships and Seminars, National Endowment for the Humanities, Room 316-KM, 1100 Penn-

sylvania Avenue, N.W., Washington 20506; (202) 786-0463.

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**July 17: Drug abuse.** Applications for grants for drug-abuse education and prevention programs for students in higher education. Contact: Donald R. Fischer, Fund for Improvement of Postsecondary Education, Department of Education, 400 Maryland Avenue, S.W., Room 3100, Washington 20202-5175; (202) 708-5771. (For further information, see *Federal Register*, June 2, Page 23,262.)

### INSTITUTES, WORKSHOPS

**July 15: International issues.** Applications for participation in the "Internationalization Forum," of the East-West Center, to be held in October in Honolulu. Contact: Larry Smith, director, Institute of Culture and Communication, East-West Center, 1777 East-West Road, Honolulu 96848; (808) 944-7607.

### PAPEERS

**June 28: Telecommunications.** Proposals on the theme "Harnessing Converging Telecommunications Technologies for Societal Applications" for possible presentations at the annual conference

- 19-21: Administration.** "Participatory Strategic Planning and Management: The Effective College and University Administrator," workshop, University of North Carolina, Greensboro, N.C. 27412; (919) 334-5388.
- July 1: Cognitive science.** Proposals for possible presentations at a colloquium on recent issues in cognitive science literature, to be held in November in Dayton, Ohio. Contact: Paul Tibbitts, Dayton, Ohio 45469-2260.
- July 15: Nuclear waste management.** Abstracts of papers for possible presentation at an international conference on nuclear waste management and environmental remediation, to be held in September in Prague, Contact: Radovan Kohout, Ontario Hydro (H11) A201, 700 University Avenue, Toronto M5G 1X6; (416) 593-5384, fax (416) 593-4885.
- July 17: Administration.** Proposals on the theme "Academic Chairpersons: Selecting, Motivating, Evaluating, and Rewarding Faculty," for presentations at a conference, to be held in February in Orlando, Fla. Contact: Academic Chairpersons Conference, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66502-1604; (800) 255-2757 or (913) 532-5970, fax (913) 532-5637.
- July 20: Languages.** Proposals for possible presentations at the annual meeting of the Southwest Conference on Language Teaching, to be held in April in Tempe, Ariz. Contact: Joann K. Romp, Mount Pointe High School, 4201 East Knox Road, Phoenix 85044; (602) 838-3200.
- July 22: Learning centers.** Manuscripts for possible publication in *Issues in College Learning Assistance Centers*. Contact: Elaine Caputo-Ferrari, Educational Collaboration Associates, Box 1820, Staten Island, N.Y. 10314; (718) 993-8202.
- July 30: History.** Abstracts of papers for possible presentation at the fall conference of the New England Historical Association, to be held in October in Providence, R.I. Contact: Peter Holman, Executive Secretary, New Eng-

land Historical Association, Pine Manor College, 400 Heath Street, Chestnut Hill, Mass. 02167.

**July 30: Computer simulation.** Proposals for possible presentations at the Western Multiconference on Computer Simulation, to be held in January in San Diego. Contact: Terrence G. Beaumarche, Department of Industrial and Management Systems Engineering, Arizona State University, Tempe, Ariz. 85287-5906; (602) 965-1193, fax (602) 965-8692.

**July 31: International studies.** Proposals on the theme "The State of Education and Development: New Directions," for possible presentations at a conference, to be held in November 1993 in Cairo, Contact: Mekki Mewa, Association for the Advancement of Policy, Research, and Development in the Third World, P.O. Box 70257, Washington 20024-0257; (202) 723-7010.

**July 31: Mechanical engineering.** Abstracts of papers for possible presentation at a biennial conference on mechanical vibration and noise, to be held in September 1993 in Albuquerque, N.M. Contact: Thomas L. Pace, Division 2744, Sandia National Laboratories, Albuquerque, N.M. 87185.

**July 31: Minireviews.** Proposals on the theme "Retention 2000: Leadership and Empowerment Strategies for Ethnic Minorities in Higher Education," for possible presentations at a conference, to be held in October in College Park, Md. Contact: Retention 2000, Office of Minority Student Education, University of Maryland, 101 Hornbake Building, College Park, Md. 20742; (301) 405-5615.

**Communication, Language, and Gender.** Proposals for possible presentations at the annual conference of the Organization for the Study of Communication, Language, and Gender, to be held in October in New York. Contact: Carol Valovine, Department of Communication, Arizona State University, Tempe, Ariz. 85287-1205; (602) 967-2817.

**Distance learning.** Proposals on the theme "Telelearning: Creating Connections," for possible presentations at a conference, to be held in October in Denver, Contact: Coast Telecourses, 11440 Warner Avenue, Fountain Valley, Cal. 92708-2597; (714) 228-4630 or fax (714) 241-6286.

**International issues.** Proposals on the theme "U.S. Competitiveness in the Global Marketplace: Institutional Partnerships for American Resurgence," for possible presentations at a conference, to be held in November in Phoenix. Contact: Gary C. Anders, Director, Institute for International Business, Arizona State University-West, P.O. Box 37100, Phoenix 85069-7100; (602) 543-6214, fax (602) 543-6221.

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